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Teacher's Guide

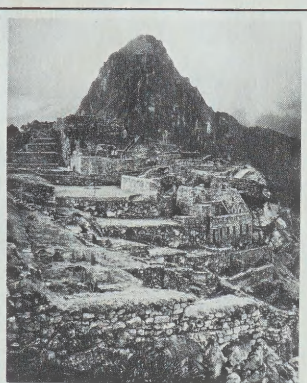
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Latin America



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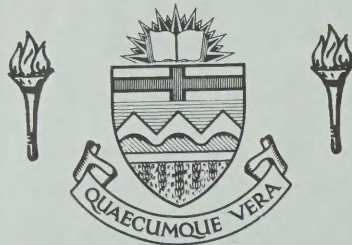
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INTRODUCTION TO *LATIN AMERICA*

People in Change is a series of student source books focusing on people and emphasizing change. The books are designed to give students an overview of the history, life, and culture of people different from themselves, and to help them understand these differences.

Each book presents case studies of people interacting with their environment either in the past or in the present. From this interaction comes change, and the books show people experiencing the pressures and problems that accompany change. People are seen in relation to changing values, changing economic bases, changing forms of government, changing roles of religion, changing social institutions, etc.

Students are encouraged to recognize that change is a constant factor in the history of man. Their ability to make rational decisions in the future may depend on how well they understand and accept the inevitability of change.

Latin America presents four case studies chosen to illustrate different ways change occurs and the reactions of people to change.

In "The Mundurucú of Brazil" people change their way of life by adopting metal tools and a new economic system. Students compare early Mundurucú, who lived in tribal villages before the explorers came, with today's Mundurucú, who live in nuclear family groups, earning money by tapping rubber trees. The "Incas of Peru" shows how one people extended their control through conquest and assimilation of numerous tribal villages. In a period of rapid change, the Inca empire became a highly developed civilization under Pachacutec. "The Nabuco Family of Colonial Brazil" shows people trying to maintain a life style that is no longer possible because of changing political and economic conditions. "People of Modern Mexico" is a study of change occurring through the cooperation of people and the support of their government. Students read about three groups living in or near Mexico City—the ejido farm community, the factory workers, and the government employees.

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LATIN AMERICA

MAIN IDEA	Change within a society may be the result of acceptance, compromise, or coercion.
ORGANIZING IDEA	Change in Latin America has been brought about both by force and through cooperation.
CONTRIBUTING IDEA	Peoples' economic activities may be limited by the physical environment in which they live.
Content samples	Mundurucú gardens in the Amazon rainforest Inca terraces on the slopes of the Andes Crop production in the arid lands of Mexico Worn-out land and sugar plantations in Colonial Brazil
CONTRIBUTING IDEA	Peoples' rights may be limited by the social environment in which they live.
Content samples	Differences in rights of: men and women among the Mundurucú commoners and nobles under the Inca slave children and planter's children in Colonial Brazil Difference in rights and how obtained among the sectors of modern Mexico
CONTRIBUTING IDEA	What people value influences the way they treat other people.
Content samples	Early Mundurucú raided villages for trophy heads and children The Inca punished disobedience and laziness and rewarded loyalty and hard work. The plantation owners enslaved Indians and blacks; runaway slaves who became members of the Palmares did the same thing. The people of Mexico are working together to improve the standard of living for everyone.
CONTRIBUTING IDEA	People tend to resist change when it affects their traditions, values, or beliefs.
Content samples	Modern Mundurucú continue to use the shaman for curing illness. The Inca knew conquered tribes must retain some local customs. Portuguese plantation owners refused to change their customary way of living. Many villagers in Mexico prefer the old village way of living.
CONTRIBUTING IDEA	Change as a solution to a problem may bring about new problems.
Content samples	Mundurucú taking rubber paths — loneliness Inca building network of roads — easy for Spanish invaders Plantation owners borrow money — merchants become powerful Young people move to Mexico City — no jobs, no housing, no family ties

KEY CONCEPTS

Values
Causality
Differences

Power
Cultural Change

OBJECTIVES

The objectives listed below are those particularly stressed in this Main Idea. These are shortened versions of the behavioral objectives presented in the introductory booklet to *People in Change*. The number in parentheses following each objective refers to the corresponding objective in the master list.

- Developing concepts (1)
- Making comparisons (2)
- Indicating relationships (3)
- Developing generalizations (4)
- Applying generalizations (5)
- Asking pertinent questions (6)
- Explaining cause-and-effect relationships (7)
- Formulating hypotheses (8)
- Exhibiting sensitivity to the feelings of others (9)
- Conceptualizing one's own values (12)
- Relating one's values to those of others (13)
- Stating assertions and questions that are "people-oriented" (14)
- Thinking autonomously (15)
- Comprehending concepts and generalizations (17)
- Obtaining information from representational materials (19)
- Using map skills (20)

SUGGESTED MATERIALS

Chartpaper
World map
Globe
Wall map of South America
Individual desk maps of South America

The Mundurucú of Brazil

Books

Amazon: River of Promise, by Alida Malkus. McGraw-Hill. New York, N.Y.
The Amazon: River Sea of Brazil, by Armstrong Sperry. Garrard Publishing Co. Champaign, IL.

Exploring the Amazon, by Helen Schreider and Frank Schreider. National Geographic Society. Washington, D.C.

Getting to Know the River Amazon, by Charles R. Joy. Coward McCann and Geoghegan, Inc. New York, N.Y.

River Boy: Adventure on the Amazon, by Ralph Herrmanns. Harcourt Brace Jovanovich, Inc. New York, N.Y.

Films and Filmstrips

Amazon Family. Color. 18 min. Available from International Film Foundation, 475 Fifth Avenue, Suite 916, New York, N.Y. 10017.

- The Amazon*. Color. 52 min. Available from Films Inc., 1144 Wilmette, Wilmette, Il. 60091.
- Brazil: Change Comes to the Rainforest*. Color. 22 min. Available from Films Inc., 1144 Wilmette, Wilmette, Il. 60091.
- Geography of South America: The Continent*. Color. 14 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.
- Life in Hot Rain Forests (Amazon Basin)*. Color. 14 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.
- Man and His Environment I — Rainforest Family*. Color. 17 min. Available from BFA Educational Media, 2211 Michigan Avenue, Santa Monica, Ca. 90404.
- People of the Amazon*. Color. 22 min. Available from Films Inc., 1144 Wilmette, Wilmette, Il. 60091.
- Tropical Lowlands — The Amazon River, Brazil*. Black & white. 20 min. Available from Louis De Rochemont Associates, 18 East 48th Street, New York, N.Y. 10017.

Teacher Reference

- Headhunter's Heritage*, by Robert F. Murphy. University of California Press. Berkeley, Ca.

The Incas of Peru

Books

- All About the Planet Earth*, by Patricia Lauber. Random House. New York, N.Y.
- All About Volcanoes and Earthquakes*, by Frederick H. Pough. Random House. New York, N.Y.
- Americans Before Columbus*, by Elizabeth C. Baity. Viking Press. New York, N.Y.
- Digging into Yesterday*, by Estelle Friedman. E. M. Hale & Company. Eau Claire, Wi.
- The Earth's Crust*, by William H. Matthew. Watts, Franklin, Inc. New York, N.Y.
- Fall of the Incas*, by Shirley Glubok. The Macmillan Company. New York, N.Y.
- The First Book of Archaeology*, by Nora B. Kubie. Watts, Franklin, Inc. New York, N.Y.
- First Book of the Incas*, by Barbara Beck. Watts, Franklin, Inc. New York, N.Y.
- Folktales of Latin America*, by Shirlee P. Newman. Bobbs-Merrill Company, Inc. New York, N.Y.
- From Bones to Bodies: A Story of Paleontology*, by William Fox and Samuel Welles. Henry Z. Walck, Inc. New York, N.Y.
- Gold and Gods of Peru*, by Hans Baumann. Pantheon Books, Inc. New York, N.Y.
- Inca, Indians of the Andes*, by Sonia Bleeker. William Morrow & Company, Inc. New York, N.Y.
- Inca Peru*, by Cottie A. Burland. Dufour Editions, Inc. Chester Springs, Pa.
- Kon-Tiki and I*, by S. E. Hesselberg. Prentice-Hall, Inc. Englewood Cliffs, N.J.
- New Found World*, by Katherine Shippen. Viking Press. New York, N.Y.
- The Land and People of Peru*, by J. David Bowen. J. B. Lippincott Co. Philadelphia, Pa.
- The Pageant of South American History*, by Anne M. Peck. David McKay Company, Inc. New York, N.Y.

Pizarro and the Conquest of Peru, by Cecil Howard and J.H. Parry. Harper & Row Publishers. New York, N.Y.
Riddle of the Incas: The Story of Hiram Bingham and Macchu Picchu, by James Norman. Hawthorn Books, Inc. New York, N.Y.
Shepherd of the Sun, by Benjamin Appel. Astor-Honor, Inc. Stamford, C.
Volcanoes and Earthquakes, by Robert Irving. Alfred A. Knopf, Inc. New York, N.Y.
Young Inca Prince, by Alida A. Malkus. Alfred A. Knopf, Inc. New York, N.Y.

Periodicals

Americas, "The First Californians," April 1973.
National Geographic, "This Changing Earth," January 1973.

Films and Filmstrips

Ancient Civilizations of the Americas — The Incas. Color. 54 frames. Available from Encyclopaedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Il. 60611.
Ancient Inca Indians of South America. Color. 8 min. Available from Encyclopaedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Il. 60611.
The Ancient New World. Color. 16 min. Available from Churchill Films, 662 North Robertson Boulevard, Los Angeles, Ca. 90069.
The Ancient Peruvian. Color. 26 min. Available from International Film Foundation, 475 Fifth Avenue, Suite 916, New York, N.Y. 10017.
Early American Civilizations — Mayan, Aztec, Incan. Color. 14 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.
Geography of South America — Countries of the Andes. Color. 11 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.
Geography of South America — The Continent. Color. 14 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.
The Incas. Color. 11 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.
Life in the High Andes. Color. 11 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.
Peru — Filiberto of the High Valley. Color. 20 min. Available from Universal Education and Visual Arts, 221 Park Avenue, S., New York, N.Y. 10003.
Peru — Inca Heritage. Color. 18 min. Available from Hartley Productions, 279 East 44th Street, New York, N.Y. 10017.
Peru — Land of the Incas. Color. 11 min. Available from BFA Educational Media, 2211 Michigan Avenue, Santa Monica, Ca. 90404.
The Spanish Explorers. Color. 14 min. Available from Encyclopaedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Il. 60611.
Spanish Explorers of the New World — Pizarro. Color. 47 frames. Available from Encyclopaedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Il. 60611.

Teacher References

Daily Life in Peru Under the Last Incas, by Louis Baudin. Tr. by Winifred Bradford. The Macmillan Co. New York, N.Y.
A History of Latin America, by Hubert Herring. Third edition. Alfred A. Knopf, Inc. New York, N.Y.

The History of the Incas, by Alfred Métraux. Pantheon Books. New York, N.Y.

Readings in Latin-American Civilization, by Benjamin Keen. Houghton Mifflin Co., New York, N.Y.

Realm of the Incas, by Victor W. Von Hagen. New American Library. New York, N.Y.

Values & Teaching: Working With Values in the Classroom, by Louis Rahts et al. Bobbs-Merrill Co., Inc., New York, N.Y.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students, by Sidney Simon et al. Hart Publishing Co., Inc., New York, N.Y.

The Nabuco Family of Colonial Brazil

Books — Colonial Brazil

A Documentary History of Brazil, by E. Bradford Burns. Alfred A. Knopf, Inc. New York, N.Y.

Princess Isabel of Brazil, by Mildred H. Comfort. P.J. Kenedy and Sons. New York, N.Y.

Latin Americans: Past and Present, by Helen M. Bailey et al. Houghton Mifflin Co., New York, N.Y.

Books — Modern Brazil

Brazil: Awakening Giant, by Kathleen Seegers. Thomas Nelson, Inc. Camden, N.J.

Enchantment of South America: Brazil, by Allan Carpenter. Childrens Press. New York, N.Y.

First Book of Brazil, by Sally Shepard. Watts, Franklin, Inc. New York, N.Y.

Getting to Know Brazil, by Jim Breetveld. Coward McCann and Geoghegan, Inc. New York, N.Y.

Hello, Brazil, by David Bowen. Grosset & Dunlap, Inc. New York, N.Y.

The Land and People of Brazil, by Rose Brown. J. B. Lippincott Company. Philadelphia, Pa.

Let's Visit Brazil, by John C. Caldwell. John Day Company, Inc. New York, N.Y.

Brazil (Life World Library), by Elizabeth Bishop. Time-Life Books. New York, N.Y.

My Village in Brazil, by Sonia Gidal and Tim Gidal. Pantheon Books, Inc. New York, N.Y.

Our Neighbors in Brazil, by John C. Caldwell and Elsie F. Caldwell. John Day Co. New York, N.Y.

Young Brazil, by Jack Manning. Dodd, Mead & Co., New York, N.Y.

Films and Filmstrips

Brazil. Color. 20 min. Available from McGraw-Hill Textfilms, 1221 Avenue of the Americas, New York, N.Y. 10020.

Brazil, I Love You. Color. 13 min. Available from Holt, Rinehart and Winston, 383 Madison Avenue, New York, N.Y. 10017.

Geography of South America — Brazil. Color. 14 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Ill. 60601.

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Brazil: A Giant Stirs, by Richard P. Momsen. Van Nostrand Reinhold Company. New York, N.Y.

Brazil: Land and People, by Rollie E. Poppino. Oxford University Press, Inc. New York, N.Y.

The Golden Age of Brazil, 1695-1750: Growing Pains of a Colonial Society, by C. R. Boxer. University of California Press. Berkeley, Ca.
History of Brazil, by E. Bradford Burns. Columbia University Press. New York, N.Y.
Readings in Latin American Civilization, by Benjamin Keen. Houghton Mifflin Co., New York, N.Y.
Masters and the Slaves, by Gilberto Freyre. Alfred A. Knopf, Inc. New York, N.Y.

People of Mexico

Books

And Juan, by Terry Shannon. Albert Whitman and Co. Chicago, Il.
Art of Ancient Mexico, by Shirley Glubok. Harper & Row Publishers. New York, N.Y.
Away to Mexico, by Albert J. Nevins. Dodd, Mead & Co., New York, N.Y.
Call Me Juanita, by Jean Fiedler. David McKay Company, Inc. New York, N.Y.
Captain Cortes Conquers Mexico, by William Johnson. Random House, Inc. New York, N.Y.
Conchita and Juan, a Girl and Boy of Mexico, by G. Warren Schloat, Jr. Alfred A. Knopf, Inc. New York, N.Y.
Cortes of Mexico, by Ronald Syme. William Morrow & Co. New York, N.Y.
Finding Out About Geography: Mexico, Central America, and the West Indies, by Robert Clayton. John Day Co. New York, N.Y.
First Book of Mexico, by Sam Epstein & Beryl Epstein. Watts, Franklin, Inc. New York, N.Y.
Gods of Mexico, by Cottie A. Burland. G. P. Putnam's Sons. New York, N.Y.
Hello, Mexico, by Morris Weeks. Grosset & Dunlap, Inc. New York, N.Y.
A History of the Aztecs and the Mayas and Their Conquest, by Alfred Sundel. The Macmillan Co. New York, N.Y.
How People Live in Mexico, by Sheila Schwartz. Benefic Press. Westchester, Il.
Indians of Mexico: A Book to Begin On, by Margaret C. Farquhar. Holt, Rinehart, & Winston, Inc. New York, N.Y.
In Mexico They Say, by Patricia F. Ross. Alfred A. Knopf, Inc. New York, N.Y.
It Happened in Chichipica, by Francis Kalnay. Harcourt Brace Jovanovich, Inc. New York, N.Y.
Juarez, the Founder of Modern Mexico, by Ronald Syme. William Morrow & Co. New York, N.Y.
The King of the Mountains: A Treasury of Latin-American Folk Stories, by Moritz A. Jagendorf & R. S. Boggs. Vanguard Press Inc. New York, N.Y.
The Land and People of Mexico, by Elsa Larralde. J. B. Lippincott Company. Philadelphia, Pa.
Latin Americans: Past and Present, by Helen M. Bailey. Houghton Mifflin Co. New York, N.Y.
Let's Travel in Mexico, Ed. by Darlene Geis. Childrens Press. Chicago, Il.
Mexico (Life World Library), by William W. Johnson. Time-Life Books. New York, N.Y.
The Mayans Knew, by Tillie S. Pine and Joseph Levine. McGraw-Hill Book Co. New York, N.Y.
The Mexican Story, by May McNeer. Farrar, Straus and Giroux, Inc. New York, N.Y.
Mexico, by Ralph Hancock. The Macmillan Co. New York, N.Y.
Mexico A to Z, by Gil Meynier. Watts, Franklin, Inc. New York, N.Y.
Mexico for Kids, by Elinor P. Swiger. Bobbs-Merrill Co., Inc. New York, N.Y.

Mexico in Pictures, Ed. by Sterling Publishing Company. Sterling Publishing Company. New York, N.Y.

Mexico Is People: Land of Three Cultures, Ed. by Barbara Nolen. Charles Scribner's and Sons. New York, N.Y.

Mexico: Land of the Plumed Serpent, by Glara L. Grant and Jane W. Watson. Garrard Publishing Co. Scarsdale, N.Y.

My Name Is Pablo, by Aimee Sommerfelt. Criterion Books. New York, N.Y.

Pancho Villa: A Biography, by Jean Rouverol. Doubleday and Company, Inc. New York, N.Y.

The Quetzal Feather, by Frances R. Duncombe. Lothrop, Lee & Shepard Co. New York, N.Y.

Sun Kingdom of the Aztecs, by Victor Von Hagen. World Publishing Company. New York, N.Y.

Tizz at the Fiesta, by Elisa Bialk. Childrens Press. Chicago, Il.

Today's Latin America, by Robert J. Alexander. Doubleday and Company, Inc. New York, N.Y.

Treasure of Acapulco, by Dorothy Witton. Julian Messner. New York, N.Y.

The Two Uncles of Pablo, by Harry Behn. Harcourt Brace Jovanovich, Inc. New York, N.Y.

The Village That Learned to Read, by Elizabeth K. Tarshis. Houghton Mifflin. New York, N.Y.

Zapata, Mexican Rebel, by Ronald Syme. William Morrow & Co. New York, N.Y.

Films and Filmstrips

Arts and Crafts of Mexico, Parts I and II. Color. 14 and 11 min. Available from Encyclopaedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Il. 60611.

The Aztecs. Color. 11 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.

Cortez and the Legend. Color. 52 min. Available from McGraw-Hill Textfilms, 1221 Avenue of the Americas, New York, N.Y. 10020.

Early American Civilizations — Mayan, Aztec, Incan. Color. 14 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.

Latin America — Neighbors to the South. Color. 17 min. Available from Universal Education and Visual Arts, 221 Park Avenue, S., New York, N.Y. 10003.

Living in Mexico — City and Town. Color. 180 frames. Available from Wible Language Institute, 24 South Eighth Street, Allentown, Pa. 18105.

Mexican Boy — The Story of Pablo. Color. 22 min. Available from Encyclopaedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Il. 60611.

The Mexican Revolution of 1910. Color. 91 frames. Available from Multimedia Education, Inc., 11 West 42nd Street, New York, N.Y. 10036.

Mexico — A Changing Land. Color. 21 min. Available from Alfred Higgins Productions, 9100 Sunset Boulevard, Los Angeles, Ca. 90069.

Mexico in the 70's — Heritage and Progress. Color. 12 min. Available from BFA Educational Media, 2211 Michigan Avenue, Santa Monica, Ca. 90404.

Mexico in the Twentieth Century. Color. 294 frames. Available from BFA Educational Media, 2211 Michigan Avenue, Santa Monica, Ca. 90404.

Mexico in Transition. Color. 443 frames. Available from Encyclopaedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Il. 60611.

- Mexico, Part I, — Northern and Southern Regions.* Color. 17 min. Available from McGraw-Hill Textfilms, 1221 Avenue of the Americas, New York, N.Y. 10020.
- Mexico, Part II, — Central and Gulf Regions.* Color. 17 min. Available from McGraw-Hill Textfilms, 1221 Avenue of the Americas, New York, N.Y. 10020.
- Mexico's Heritage.* Color. 17 min. Available from BFA Educational Media, 2211 Michigan Avenue, Santa Monica, Ca. 90404.
- Mexico's History.* Color. 16 min. Available from Coronet Instructional Films, 65 East South Water Street, Chicago, Il. 60601.
- Mexico — The Changing World of Carlos Flores.* Color. 17 min. Available from Universal Education and Visual Arts, 221 Park Avenue, S., New York, N.Y. 10003.
- Mexico — The Land and the People.* Color. 20 min. Available from Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Il. 60611.
- South America Today.* Color. 25 min. Available from International Film Foundation, 475 Fifth Avenue, Suite 916, New York, N.Y. 10017.
- Tepoztlan, Mexican Village in Transition.* Color. 12 min. Available from Sterling Educational Films, 241 East 34th Street, New York, N.Y. 10016.

MAIN IDEA	Change within a society may be the result of acceptance, compromise, or coercion.
ORGANIZING IDEA	Change in Latin America has been brought about both by force and through cooperation.

Opener

Ask the class to think of something they are doing now that they didn't do when they first started school. List their responses on the chalkboard.

Ask them to think of something they are doing at home that they didn't do last year. Add these responses to the list.

Ask them to think of some things the people of America are doing now that their grandparents didn't do. Add these responses to the list.

Have the students look at the list and give some reasons why these changes might have taken place. For example:

<i>Change</i>	<i>Reason</i>
playing baseball	better at hitting
reading	had to learn how
riding school bus	moved
riding bicycle	have a new bike
working around the house	Dad's making me do it
eating better food	more variety
paying higher taxes	government needs it
going on airplanes	somebody invented
better machinery	better educated people

Ask:

What do you notice about the reasons for the changes on our list?

What do you think might happen if people refused to (pay higher taxes, eat better food, learn to read, etc.)?

Have each student write an ending for the following sentence:

Formulating
hypotheses

Changes probably happen because _____ .

Collect the sentences for use in the Conclusion.

Note: Set up folders in which students will file their writings, charts, maps, etc. Plan a way to keep these folders in the classroom.

To encourage discussion, duplicate the following chart for each student's folder.

Name_____

MY DISCUSSION RECORD

[illegible]

Another form that has been found useful and places some responsibility on the student for his own learning is:

Today I Learned That:	
Date	
September 15	

MAIN IDEA	Change within a society may be the result of acceptance, compromise, or coercion.
ORGANIZING IDEA	Change in Latin America has been brought about both by force and through cooperation.

Sequence 1

Intake of
information

Activity 1: Have the class look at the pictures on pages 2 to 20 to find out some of the things the Mundurucú have and some of the things they do.

As the students tell what they see in the pictures, write their responses on the chalkboard. For example:

- have gardens
- make pottery, baskets
- paint themselves
- have lots of trees
- believe in spirits
- roast over open fire

Explain to the students that there are no pictures of the Mundurucú of long ago. These pictures are of the people of today taken by a photographer for this book. Ask them to look at the pictures again and decide which of the things they see that the early Mundurucú probably didn't have. For example:

- cloth and dresses
- metal pots
- knives, belts
- cigarettes

Ask:

Formulating
hypotheses

Why do you think these people have these things today?

Record the student responses and keep for use in Activity 13.

Intake of
information

Activity 2: Have the students read pages 3-12 to find out what a Mundurucú has to know.

After the reading, ask:

- What do the warriors do?
- What do the warriors have to know?
- How do they learn these skills?
- How do you think Cheru feels about becoming a warrior?

Note: You may want to tell the class that boys have no jobs to do until they leave the women's dwellings, whereas girls start helping with the women's jobs at a very early age. The boys play many games related to hunting and fighting.

Reread the legend of Caru-Sacaebê (pages 10-12) to the class. After the reading, ask:

What did Caru-Sacaebê do according to the legend?

Inferring

What is Cheru learning about his own people from this legend?
What in the legend tells what is important to the Mundurucú?
What is the message in the bible story about Adam and Eve?
Which groups of Americans have legends explaining their beginnings in North America? (Native Americans)
Why do you think any group of people has some kind of explanation about their beginnings?

Intake of information

Activity 3: Read the following paragraph to the class (or duplicate for the students to read):

In the Amazon valley . . . the Mundurucú Indians enjoyed a reputation for . . . savagery Their war parties ranged outward almost every year, striking . . . at tribes anywhere within a radius of five hundred miles, burning the villages, kidnapping children, and taking heads of adults as trophies They did not indulge in cannibalism, as so many of their neighbors, but the terror they inspired was so great that they themselves were seldom preyed upon and eaten though they no longer go to war their reputation still protects them from the hostile tribes of the region.*

Ask:

Formulating hypotheses

What might be the reason they no longer go to war?

List their hypotheses on the chalkboard. After each reason given, ask:

Why do you think that would stop all the little villages from going on war parties?

Tell the students to select and write on paper one or two statements from the list which seem the most reasonable to them. Have them write why they chose these statements as probable explanations. These papers should be kept in their folders for use in Activity 13.

Activity 4: Let the students work in pairs to write answers to the following:

If you wanted to find out in what ways a group of people have changed and why, what would you have to know about them before they changed?

List the responses on the chalkboard. If the students do not include the following, add them to the list:

where they get food
how they build houses
their clothes
their tools
ways of traveling
customs, their rituals
what they do for fun

*From *Headhunter's Heritage*, by Robert F. Murphy. Originally published by the University of California Press; reprinted by permission of The Regents of the University of California.

DEVELOPING
CONCEPTS

Have the students look at the completed list. Then ask:

- Which things on the list do we get from (or do with) families in our neighborhood?
- Which things do we get together with (or depend on) relatives for?
- Which things concern only individual families?

If there are more than 15 items in the list on the chalkboard, ask:

1. Which items do you think might be grouped together?

When someone gives a grouping, ask why he thinks these might go together. Put a symbol or capital letter in front of each suggested group.

2. What title should we give to group A (B, C, etc.)?
3. Which items do you think could be grouped differently? Why do you think so?

Have the students work in pairs to develop a set of research questions from the list (or the groups). If they responded initially with questions, let them decide which ones to use, reword, or combine.

EVALUATION

Responses to Question 1 can be evaluated according to the following criteria. Notice the reason the student gives for his grouping. Then judge his reason according to the following criteria which show characteristics of different levels (high to low) of concept formation.

1. Class grouping

Does the student group items on the basis of class — a common characteristic or quality that is not directly observable in any one item, but inferable from all items?
For example: "How they build houses" and "their clothes" are grouped together "because these are needed for protection."

2. Descriptive grouping

Does the student group items on the basis of description — a common characteristic which is directly observable, such as form, structure, or appearance?
For example: "How they build houses" and "their clothes" are grouped together "because people are inside of them."

3. Functional or contiguous grouping

Does the student group items on the basis of their function or location — functions or locations he knows from personal experience?
For example: "How they build houses" and "their clothes" are grouped together "because clothes are kept in houses."

4. Mixed grouping

Does the student begin grouping items for one reason, then add items for another reason?
For example: "How they build houses" and "their clothes" are grouped together because these are needed for protection, then "tools" are added to the group "because houses are built with tools."

Student responses can also be evaluated according to Flexibility and Abstractness. Flexibility can be evaluated by noting the frequency of items which are placed in more than one group and the number of different ways of grouping that are suggested after the initial groups are formed.

Responses to Questions 1 and 2 may be judged according to the degree of Abstractness — the extent to which the common characteristic is removed from concrete objects and/or direct sensory experience. For example, "recreation" is more abstract than "what they do for fun," which is more abstract than "what ball games they play."

Map skills

Activity 5: Have the students look at the map of South America on page 124 to find the country of Brazil. Tell them that Brazil is the fifth largest country in the world. Then ask:

How many degrees south of the equator does Brazil extend? North of the equator?

How many miles is Brazil at its widest part, measuring from the coastal city of Recife westward?

What fraction of South America does Brazil appear to be? (one-half)

In what part of Brazil is the equator?

Have the students locate the Amazon River, measure its width at the mouth, and trace it westward to locate its source in the Andes Mountains. Have them find Iquitos, Peru, the farthest point west that small ocean-going vessels can go.

If available show one of the following films to the class:

The Amazon

Tropical Lowlands-The Amazon River, Brazil

Geography of South America: The Continent

Life in Hot Rain Forests (Amazon Basin)

Man and His Environment I — Rainforest Family

Intake of information

Duplicate the following paragraphs for the students to read:

The Amazon River is the largest river in the world in the amount of water volume. In places it is impossible to see from shore to shore. Can you imagine a river with no bridges across it? The source of the Amazon is in the Andes Mountains, 18,000 feet above sea level. It has more than 200 branches or tributaries and some of the tributaries are larger than many rivers. One of these tributaries is the Tapajós where the Mundurucú live. The Amazon with all its tributaries drains the rainfall off three million square miles of land, much of which is covered with a dense, tropical forest. Small ocean-going ships can sail 2,300 miles from the sea, as far inland as Iquitos, Peru. The mouth of the Amazon, where it empties into the Atlantic Ocean, is 200 miles wide, and there is so much water that it pushes out into the Atlantic for 200 miles. Far out in the ocean you could fill a pail with fresh water.

The other large drainage system in South America is La Plata, a name given to the combined Paraná and Uruguay Rivers where they empty into the Atlantic Ocean between Argentina and Uruguay. Both the Amazon and La Plata have tributaries that arise within a few miles of each other near Lake Titicaca in the Andes.

Help the students locate the places mentioned in the paragraphs using the map on page 124. Then let volunteers choose a tributary and tell in what direction it flows.

Ask a volunteer to find the Orinoco River system, name the ocean it empties into, and tell in what direction it flows. Then ask the class:

What on the map explains why these three major river systems empty into the Atlantic Ocean and not the Pacific?

Distribute a desk map of South America and have the students indicate the three river systems. Those who are interested can locate other large drainage systems on a world map or the globe. (For example: Mississippi, Congo, Yangtze, Danube, Volga, Nile, Indus, etc.)

Have the students look at the map on page 8 to find the tributaries of the Amazon near which the Parintintin and Mundurucú have their villages. Have them compare this map with the one on page 124. Where the T of Tapajós is printed is the approximate location of Mundurucú villages. Ask:

Why are more rivers named on page 8?

What might be some reasons the villages are near smaller streams rather than on the main rivers? (protection from enemies or insects, preference, tradition, less flooding, etc.)

Suggested references:

Amazon: River of Promise

The Amazon: River Sea of Brazil

Exploring the Amazon

Getting to Know the River Amazon

River Boy: Adventure on the Amazon

EVALUATION

If students are asked to answer some or all of the questions individually in writing, then map skills can be evaluated.

Map skills

Activity 6: Have the students look at the two maps on page 125. Using the grid of imaginary latitude and longitude lines, help the students locate where the Mundurucú live. Ask:

What two kinds of vegetation are in the area where the Mundurucú live?

What does the rainfall map tell you about the same area?

Have the students look at page 2 and tell what kind of vegetation is pictured. Do the same for page 3.

Then have the students reread the first paragraph on page 6 to find another name for grasslands found near rainforests.

Intake of information

Read the following description to the class:

The savannahs in which the Mundurucú have long dwelled are considered agreeable The villages are usually situated on high, grassy knolls The local streams are small, but the water is cool and pure. And the forests are far richer in game than in the more heavily settled areas of the Amazon The heat is seldom excessive . . . the temperature usually drops at night to very comfortable levels There are no great variations in temperature from one month to another.*

*From *Headhunter's Heritage*, by Robert F. Murphy. Originally published by the University of California Press, 1960; reprinted by permission of The Regents of the University of California.

Have the students reread the sentence about the “thick jungle” on page 8.
Then ask:

What are some reasons the Mundurucú build their villages
on savannahs near the forests?

Intake of
information

Activity 7: Have the students read pages 12-14 to find out what Mundurucú
have to know in order to grow food. After the reading ask:

What did Cheru and his father do?

What did they have to know?

Why did it take three days to clear the land?

Inferring

Why do you think Cheru and his father didn’t do the work
by themselves?

On the chalkboard write:

humus

leach

slash and burn

Read the following to the class:

Humus is the partially decayed remains of plants and ani-
mals in the soil.

Fire can destroy humus.

Heavy rainfall can leach out the minerals that plants need
to grow — meaning the minerals dissolve and wash
away.

Then ask:

What did you read that tells why the Mundurucú are called
a “slash and burn society”?

How is burning harmful to the soil?

Why did they move their village every ten years?

What do we do to keep soil from wearing out?

Why didn’t the Mundurucú do the same thing?

Even if they did what we do, what would still make growing
crops difficult for them? (heavy rainfall)

Intake of
information

Activity 8: Have the students look at the list of study questions from Activity
4. Let them volunteer answers from the information already covered. Then
let them work in pairs to read pages 14-20 and write answers to the
remaining questions.

Activity 9: When it is time to report on the reading, write pairs of questions
on the chalkboard, such as:

a. Who was tattooed?

b. Why were they tattooed?

a. What is a savannah?

b. How was the savannah helpful to the Mundurucú?

a. Where did Cheru live when he was little?

b. Why did Cheru have to move into the men’s house?

Ask:

What is the difference between the **a** and **b** questions? (The **a** questions ask for facts; the **b** questions ask for a reason or explanation.)

Let each pair of students plan similar sets of questions on the reading. One pair of students asks their two related questions for another pair of students to answer. The rest of the class decides which question asks for facts and which question asks for a reason or explanation.

Organizing
information

Activity 10: Have each student make a chart with three columns as below and fill in the information, rereading pages 3-20 as necessary.

What They Do	Who Does It	Tools Used
build a new village	men and women	
raid enemies	men some women go but don't fight	bows and arrows stone war clubs lances with bamboo tips
harvest crops	women	baskets
cure the sick	shaman	cigarette smoke
clear land	men	
get firewood	young girls	
make manioc flour	women	clay pots, gourds
hunt animals	men	bows and arrows spears hunting trumpets

Let the students compare their charts and share information so that the charts tend to be similar.

As they look at their completed charts, ask:

1. Which jobs are done only by men? Only by women?

Recall with the students the legend of Caru-Sacaebê on pages 10-12. Then ask:

2. Who did Caru-Sacaebê say should do the work? (didn't say)

Recall who was in charge of the sacred trumpets on page 20. Ask:

3. Why do you think the women don't argue about who will help them with their jobs?
4. How is this like or different from the way women think about their work in our society?
5. Which activities require the cooperation of all the men working together? All the women working together? Both women and men?

DEVELOPING
GENERALIZATIONS

6. What might be some advantages of working together? Disadvantages? Why do you think so?
7. What can you say about the Mundurucú plan of living? (If necessary, ask: Why might the Mundurucú way be the best way for them?)

EVALUATION

Student responses to Question 7 can be evaluated according to the following criteria. The two categories given for each criterion show high and low ends of the spectrum of possible student responses.

1. Abstractness

a. Does the student's response include abstract words which refer to qualities or attitudes rather than to concrete incidents?

For example: "They follow tradition most of the time."

b. Does the student's response include no abstract words and/or refer to concrete incidents?

For example: "They cook and hunt like always."

2. Inclusiveness or completeness

a. Does the student's response include several of the important points about the Mundurucú plan of living?

For example: "The men and women work together sometimes and do separate jobs other times."

b. Does the student's response omit most of the important points about the Mundurucú plan of living?

For example: "Nobody else can do the shaman's job."

3. Comparison

a. Does the student spontaneously compare the Mundurucú to himself or other people he knows about?

For example: "The women work together, not like my mom by herself in the kitchen."

b. Does the student indicate no comparison in his generalization?

For example: "The women work together."

4. Ethnocentrism (Note that it is the absence of this quality that is desired, as in a below.)

a. Does the student indicate an appreciation for the Mundurucú without taking a superior view of his own culture group?

For example: "The people really need their shaman."

b. Does the student express negative comments about the Mundurucú based on a superior view of his own culture group?

For example: "I wouldn't let that shaman blow cigarette smoke on me."

Dramatizing

Activity 11: Divide the class into four groups to plan dramatizations for:

- A community hunt
- The hunting feast
- Building a new village
- Curing sick children

	After the dramatization of the community hunt, ask: Why did the author call it a community hunt? After the hunting feast, ask: Why do they pray to mother spirits of animals? After building a new village, ask: What might be some reasons the men's house was built last? After curing sick children, ask: Why do you think the Mundurucú believe the explanation of the pieces of wood?
Decentering	After all the dramatizations are completed, ask: Which of you felt more like a Mundurucú than like yourself? What did you try to do in the play to show that feeling? Why might it be helpful when studying about other people to try to put yourself "in the other fellow's shoes?"
EVALUATION	Student role playing may be used to estimate the extent to which students are successfully <u>Decentering</u>. Are the students able to portray the attitudes and actions appropriate to the Mundurucú people? Or, on the other hand, are they acting on the basis of their own culture rather than that of the Mundurucú?
Intake of information	Activity 12: Have the students look at the pictures on pages 21-30 to find out what seems to be different about the way modern Mundurucú live. Have them exchange information from the pictures. Review the type of vegetation shown on pages 25 and 26. Then have the students read pages 21-30 to find out what has changed and what hasn't changed. They may want to use their study questions from Activity 4 and the chart from Activity 10 for reminders.
Exchanging information	After the reading let a student choose to be one member of José's family. Ask the student to volunteer a statement about something he or she does today. For example: I am Maria. I live a half mile from my mother. In the old days, I _____. Another student finishes the sentence of contrast and gives a new statement. For example: I am José. I work all day by myself. In the old days, I _____. I am Pedro. I will learn to use the metal tools and the shotgun. In the old days, I _____.
DEVELOPING GENERALIZATIONS	Following this activity, ask: 1. Which members of the family might prefer the old way of living? Why do you think so? 2. Which members might prefer the new way? Why? 3. Which of the men was the change probably hardest for, José's father, José, or Pedro? Why do you think so? 4. What can you say about the way the Mundurucú live now?

Activity 13: Have the students reread the story José tells Pedro on pages 23-24. Then ask:

What reason does José give for his father coming to the Cururú River?

What reason does he give for others coming?

What do you think José means by "they wanted a different kind of life?"

What effect would this different life have on war parties?

Why do you think so?

Checking
hypotheses
Intake of
information

Have the students check their hypotheses from Activity 3 about why Mundurucú are no longer warlike.

Read aloud the following account told by the Mundurucú themselves:

In the old days our grandfathers were still wild and fought against the white men The whites used to come up our rivers in their canoes, and we always battled. One day a group of them came up, and there was a fight and our men were driven off. Two of our young men were wounded and were left behind. They were captured and taken away.

The next time the white men came we were about to attack when the two men who were captured stood up in the canoe and told us not to do anything as these people were our friends. They then came forward and showed us clothes, knives, axes, and many other good things that the whites gave them. They said that if we gave rubber and farinha (flour) to the whites, we too would receive these things. The elders decided to do this and ever since we have been friends of the white men.*

Ask:

What in this account gives another reason for changing the pattern of raiding?

Why do you suppose the Mundurucú wanted these things from the white men?

Which reason, fear of being called a sorcerer, desire for white man's tools, or wanting a different life was probably the major reason for change? Why do you think so?

Checking
hypotheses

Have the students check the list of hypotheses from Activity 1 for changes or additions they should make.

EVALUATION

The student's statement about the major reason for change (last question) and his explanation can be evaluated according to the following criteria. The two categories given for each criterion show high and low ends of the spectrum of possible student responses.

1. Use of factual information

a. Does the student use accurate and relevant facts in his explanation?

For example: "(White man's tools) because the elders actually decided to change and not attack white men when they learned they could get tools by trading with them."

b. Does the student use inaccurate and/or irrelevant facts

*From *Headhunter's Heritage*, by Robert F. Murphy. Originally published by the University of California Press, 1960; reprinted by permission of The Regents of the University of California.

in his explanation or indicate no factual support?
For example: "(White man's tools) because they could sell them."

2. Logical coherence

a. Does the student use facts that clearly and logically go together to explain his point of view?

For example: (White man's tools) "The tools the Mundurucú got from the white men changed many of their ways of doing things."

b. Is the student unable to support his explanation with logically related facts?

For example: (White man's tools) "The Mundurucú got many tools."

3. Tentativeness

a. Does the student indicate the possibility that his explanation is based on limited data, and therefore, may be misleading? Terms such as "might," "maybe," "it seems," "I think," are indicative of this criterion.

For example: (White man's tools) "The Mundurucú probably liked the way tools made it easier to do things."

b. Does the student indicate no possibility that his explanation is based on limited data?

For example: (White man's tools) "The Mundurucú liked the way the new tools made it easier to do things."

If this procedure for evaluating student responses is used frequently, growth can be noted. Remedial measures, such as clarification through individual discussion, can be taken with the child whose explanations are consistently irrelevant or illogical. Care must be taken, however, that children are not discouraged from attempting explanations.

Writing

Activity 14: Have each student choose one of these titles to write a short story about:

From Head-Hunting to Rubber Tapping
If We Had Never Met the White Man
Life Is Lonelier Today
From Community Living to Family Living
Skills That Haven't Changed

On the chalkboard write:

- a. José traded latex for metal tools.
- b. José wanted to work the easy way.

Have the class identify which sentence is a statement of fact and which is an opinion. Do the same with several other obviously different pairs of sentences. For example:

- a. The whites promised good things to trade.
- b. The whites wanted farinha and rubber.
- a. Sorcerers cause people to be sick.
- b. Mundurucú believe sorcerers cause sickness.

Then write the following sentences on the chalkboard and have the class decide which *part* of each sentence is fact and which *part* is opinion.

The village warriors quit going on war parties because the traders showed them a better way to live.

José helps Maria make farinha because it is more fun to work together.

Let the students exchange their stories with a friend who is to underline any *statement of fact* given by the writer. Then have each student return the story to the original author who will check his own story for *statements of opinion* and circle any of those found.

Activity 15: Have the students compare the map on page 24 with the one on page 8 to notice what is different about the villages. Ask:

What is different about the villages?

Why are the villages today strung out along the Cururú River?

Intake of
information

Have them locate Missão Velha and read the following paragraph to them:

Some Mundurucú, like José's family, live in a house near their rubber paths only during the dry season. When floods start they move to a village where relatives are or where there is a large copper roasting pan. A copper pan is too expensive for one family to own. Missão Velha is a village that grew up around a mission trading post. It is not an old savannah village.

Have the students read pages 31-33 to find out the advantages and disadvantages of living at Missão Velha during the winter. After the reading ask:

DEVELOPING
GENERALIZATIONS

1. What are the advantages of living at Missão Velha?
2. What are the disadvantages?

List the students' responses on the chalkboard. For example:

Advantages

their garden
mechanical grater
copper pans
furnace
trade at mission

Disadvantages

much illness
no shaman
man killed for sorcery
people cannot agree
cannot work together

Ask:

3. Which of the things on the two lists are the same as they were for the early Mundurucú?
4. How do you account for some things not changing so much or so quickly as others?
5. What do you think will happen next winter and why?
6. What might happen if people stop buying their rubber?

Have the students write an answer to Question 7 and keep in folders.

7. What can you say about change among the Mundurucú?

If available, show the following films to the class:

Brazil: Change Comes to the Rainforest
People of the Amazon
Amazon Family

MAIN IDEA

Change within a society may be the result of acceptance, compromise, or coercion.

ORGANIZING IDEA

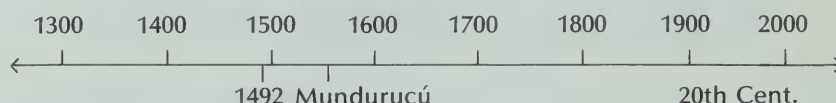
Change in Latin America has been brought about both by force and through cooperation.

Sequence 2

Activity 16: Ask the class:

Who were the “whites with things to trade” that the early Mundurucú saw?

Draw a timeline on the chalkboard with the present century at one end.



Ask the class to recall the date Columbus discovered the New World. Mark 1492 on the timeline. Ask:

In what ways were the native groups, met by various explorers in the New World, like the Mundurucú? (grew crops, hunted, lived in villages, used tools, had medicine men)

On a world map trace the probable route of early nomadic groups across the Bering Strait. Indicate their gradual spread over the western hemisphere to show that by the time of Columbus there were groups of people from one end of the New World to the other.

Tell the students that the explanation for the arrival of these groups of people is called a *theory*.



Write on the chalkboard:

- a. The Mundurucú are probably still living near rain-forests.
- b. The ancestors of the Mundurucú probably came across the Bering Strait into North America.

Then ask:

- Which of these statements come from some known facts?
(both)
Which statement could you prove or disprove? How could you do this?
Why couldn't you prove the theory about the ancestors?

Optional Activity: Accelerated students or students with a special interest may wish to pursue one of the following questions and report to the class:

1. Are there other theories about early man in the Americas?

References:

New Found World, pp. 30-31

The Pageant of South American History, p.4 (Teacher reference)

Kon-Tiki and I

Americans Before Columbus, pp. 58-60

2. How do we know about early civilizations?

References:

Americas, "The First Californians," April 1973, pp. 25-30
(New evidence of man in North America 50,000-100,000 years ago.)

From Bones to Bodies: A Story of Paleontology

The First Book of Archaeology, pp. 2-3, 58-59, 60

Digging Into Yesterday, pp. 102-126 (The discovery of Machu Picchu, the lost city of the Incas)

Activity 17: On a globe show the students the extent of the Andes-Rocky Mountain chain — how it forms the Aleutian Islands, Japan, and ends in Indonesia. (The Himalaya Mountains are not in this chain.)

Note: Students of the upper intermediate level should become increasingly aware that major features of the earth do not coincide with political boundaries, but are usually a part of a larger system.

Let more-able students who are interested report on 1) how these folded mountains were formed, 2) the earthquakes that accompany movements of the earth's crust, and 3) the "ring of fire."

Suggested references:

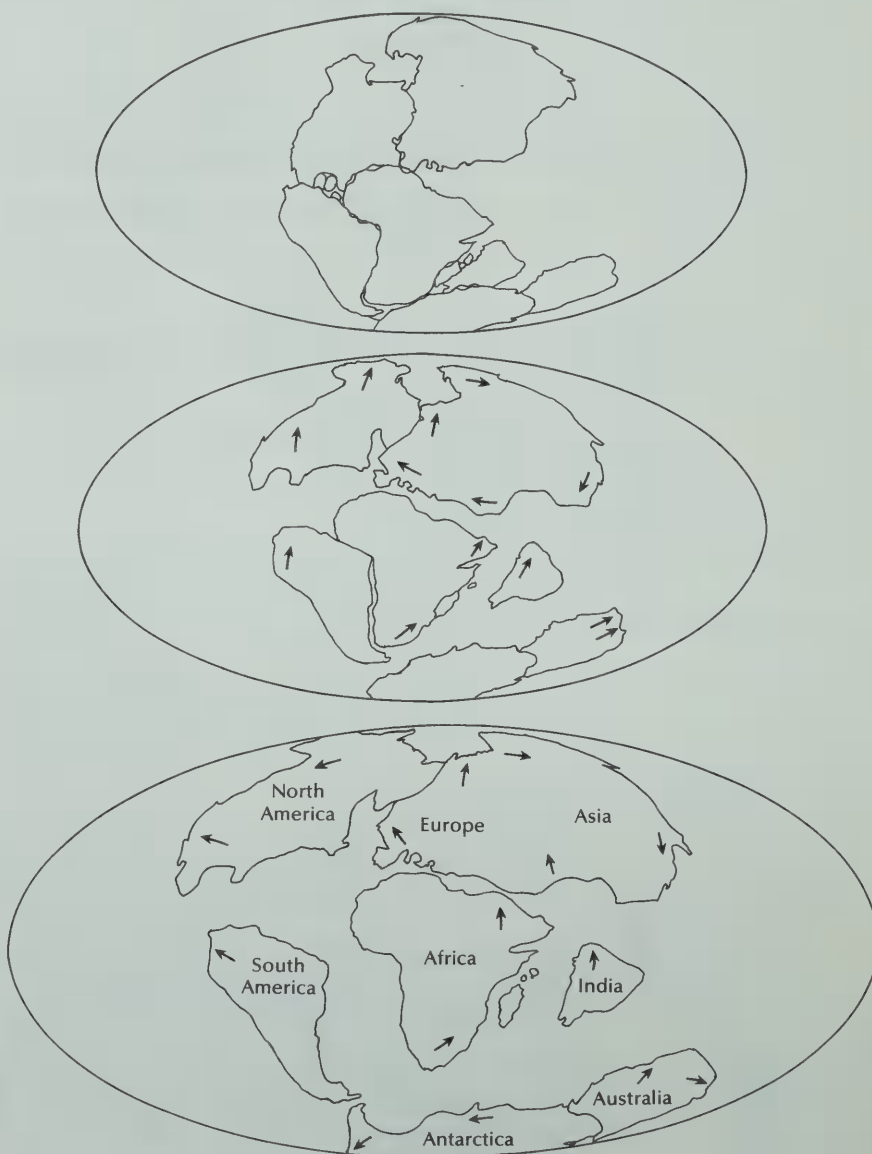
All About the Planet Earth — folds, pages 48-59; earthquakes, pages 17-19; volcanoes, pages 11-19

The Earth's Crust — folds, pages 32-33; earthquakes, pages 12-13; volcanoes, pages 20-21

Volcanoes and Earthquakes — earthquakes, pages 68-123;
volcanoes, pages 3-63

All About Volcanoes and Earthquakes — folds, pages
124-125; earthquakes, pages 103-147; volcanoes, pages
3-102

Trace the diagram below on acetate and project the diagram for the students to see. Explain that this is what some scientists believe all the lands of the earth looked like 200 million years ago before they broke away from each other by forces at work in the earth's shifting crust.



On the chalkboard, write:

- a. At one time the continents of the world were together in one "supercontinent."
- b. Each year the continents will continue to drift apart.

Ask:

Which sentence will probably remain a theory?
Which sentence can be tested to prove or disprove?

Suggested references:

World Book Encyclopedia, under "continental drift"
National Geographic, "This Changing Earth" by Samuel Mathews. January, 1973 ("sea-floor spreading").

Map skills

Activity 18: Indicate the Rocky Mountains on a globe or a wall map of the western hemisphere. Explain to the students that the plains east of the Rockies receive very little rainfall and that the area west of the Rockies receives a great deal of rainfall. If possible, show the film, *Climate and the World We Live In*, to show the influence of latitude, ocean currents, winds, nearness to water, mountain ranges, and altitude on climate. Then ask:

Why do you think there is less rainfall east of the Rocky Mountains?

Have the students look at the map on page 124 to locate Peru and Ecuador. Have them use the latitude and longitude lines to locate the same area on the vegetation map on page 125. Ask:

What three kinds of vegetation are found?
On which side of the mountains is desert? Rainforest?
Why do you think this is the opposite of North America?

Cause and effect

Write some of their explanations on the chalkboard. Then read the following:

There are three culprits . . . which created this western desert. First, the prevailing trade winds from the east drop their moisture over the warm Amazon Basin. Second, the Andean range catches and precipitates moisture which has escaped the jungle. Third, the Humboldt Current wells up in the Antarctic and passes north along the coast, cooling the coast . . . and preventing effective formation of rain clouds by precipitating all available moisture at sea.*

Have the students identify the Andes Mountains, Peru, Ecuador, Chile, and Lake Titicaca on their desk maps. Have them add arrows for prevailing winds from the east and the Humboldt Current off the western shore going north.

If available, show one of the following films to the class:

Geography of South America — The Continent
Geography of South America — Countries of the Andes

Optional Activity: If resources are available, each student can choose a South American country and prepare a written or pictorial report. The report should parallel the case studies in the source book with a focus on:

people
resources

*A *History of Latin America*, by Hubert Herring. Alfred Knopf (third edition) 1968.

how resources are used and why
family structure
traditions
values
what has changed or is changing in the way the people live

Map skills

Activity 19: Have the students look again at the map on page 125 to name the countries of South America that have areas of very little rainfall and the countries that have high mountains. Then ask:

Where in South America would you expect it to be most difficult for small tribal groups to survive? Why?

Have the students look at the mountain and desert areas of Peru, Ecuador, and northern Chile as you tell them briefly that several groups living in these areas had developed advanced civilizations long before Columbus arrived. One group, now called Incas, suddenly set up an empire 3,000 miles long, conquered people of other empires, and built a great city, all within a period of about 100 years. Draw a timeline on the chalkboard and circle the line from 1438 (beginning of reign of Pachacutec) to 1532. Explain that the Incas had no iron tools, no writing, no wheels, no large animals. Ask:

Formulating hypotheses

How do you think the Incas brought about these changes?

Have each student choose an explanation to expand upon in writing and to file in his folder for later checking.

Activity 20: Write on the chalkboard (or duplicate) the following words students need to know before reading:

Inti — sun god
Cuzco — sacred city for Inca nobility
Quechua — spoken language of the Inca Empire as well as the name of a tribe friendly to the Incas.
Viracocha — creator of the world as well as the name of the 8th Lord Inca
tribute — taxes paid by conquered tribes
curacas — chiefs of conquered tribes
Huaraku — tests of strength for nobles' sons to become adults
quipu — system of strings for keeping records
mita — free work for the Lord Inca by men drafted to build temples, roads, bridges, irrigation canals or to mine gold and silver
chicha — beer made from corn
quinoa — a cereal grain
Pachacutec — name taken by Cusi Yupanqui on becoming 9th Lord Inca

Pronounce the words and ask:

Comparing

What do these words tell you about the Inca?
In what ways do the Inca seem to differ from the early Mundurucú?

Intake of information | Have the students work in pairs to find both differences and similarities between the Inca and Mundurucú as they read pages 35-42. Each pair of students should make a list similar to the following:

Only the Inca

warriors from different tribes
pay taxes
barter with surplus food
warehouses
school for royalty
stone walls
nobles carried in chairs
llamas
palace
wooden helmets
servants

Inca and Mundurucú

tribal chiefs
learn to fight
had gardens
carry produce on backs
had weapons
no written language
no carts
creator of the world

Exchanging information | To exchange information with the rest of the class let one student give an item, a second student tell which column it should go in, and third student tell why.

Activity 21: Have the students recall Cheru leaving the women's dwelling (page 3). Ask:

1. Why did Cheru move into the men's house?
2. How did an Inca prince become introduced into adulthood?
3. In what way is a high school graduation like the Huaraku?
4. In what ways is it different?
5. How will you know when you can drive a car? Vote? Become a "warrior"?
6. What special ceremonies do some religions have for young people as they get to certain ages?
7. What feelings might Cheru have had when moving into the men's house? Why do you think so?
8. What feelings might Prince Cusi have had knowing he had to wait two more years to be an adult? Why do you think so?
9. What are your feelings about growing up? Why do you think you feel that way?

Affective development

Writing | End the discussion by having the students write to one of the following titles (or one of their choosing):

Growing Up In America
When I Get To Be My Own Boss
I Don't Want To Grow Up
I'd Rather Be Cheru (Prince Cusi)

Activity 22: Have the students reread about the battle against the Chancas on pages 41 and 42. Ask:

ANALYZING
VALUES

1. What happened when the Chancas marched on Cuzco?
2. Who declared Prince Cusi the new Lord Inca?

3. Why do you think the generals acted against Viracocha who was their king and also a god?
4. What does that tell you about what the generals thought was important?
5. Why do you think the common people would accept this illegal change in leadership?
6. What does that tell you about what they thought was important?
7. Why do you think Prince Cusi paid no attention to his father's or brother's rights?
8. What did Prince Cusi think was important?

Duplicate the following for each student. He will then read the paragraph and make a choice of action. (The list of choices might be written on the chalkboard and the paragraph read aloud to the class.)

There are two people in your school who always get the rest of the class to do what they want them to. They bring candy for their friends and invite them to parties. They make fun of anyone who isn't their friend. Now, two new students are refusing to go along with this. What will you do?

- ___ a. Let the new students fight their own battles.
- ___ b. Persuade the new students to give in.
- ___ c. Help the new students against the rest of the class.
- ___ d. Join the class in putting the new students down.
- ___ e. Complain to the teacher.
- ___ f. Something else. What? _____

After the students have made their decisions, select one of the possible choices at a time and discuss the reasons why that choice might be checked. Then ask:

9. If you chose "a," what does that tell you about what you think is important? (Repeat the question for the rest of the choices.)
10. What differences do you see in what all of you think is important?

Note: The purpose of this activity is to increase the students' skill in looking at their own values. They may not behave in the way they either say or think they will, but hopefully, they will become increasingly aware of the relationship between their behavior and their values.

A further refinement of value clarification is the value continuum as explained in *Values and Teaching and Values Clarification*. Draw a line on the chalkboard and print an extreme action at either end. Let the students decide where they would place their own actions on the continuum and why. For example:



EVALUATION

In evaluating Question 9, note the student's ability to produce a value inference from an example of behavior. The example of behavior in this

case is the student's choice of action in a school situation. Some students may need encouragement and/or help in seeing how such inferences can be made.

The criterion called Ethical Level is also useful in evaluating inferences about values.

Ethical level

a. Does the student's response show altruism — concern for the welfare of others?

For example: (Checked "c") "That shows I want to help people who try to do the right thing."

b. Does the student's response show conformity — concern for pleasing others, or obeying authority?

For example: (Checked "b") "I think the new kids would have less trouble if they do what the others do."

c. Does the student's response show egocentrism — primary interest in seeking pleasure, avoiding punishment, or in bargaining.

For example: (Checked "a") "I wouldn't want the new kids to get me into trouble."

Intake of
information

Activity 23: Assign the reading of pages 43-61 to five groups of students as follows:

Group A, pages 43-48 to report on:

What problems Pachacutec had

What Pachacutec's solutions to the problems were

Group B, pages 48-50 to report on:

How land was divided

What the farming methods were

Group C, pages 51-55 to report on:

What behavior was rewarded and how

What behavior was punished and how

Group D, pages 55-59 to report on:

What skills were needed for building

What natural resources were used

Group E, pages 59-61 to report on:

What led to the success of the army

What the advantages of Inca rule were

Faster readers in each group can add information to the reports by supplementary reading.

Suggested references:

The Land and People of Peru

Shepherd of the Sun

Inca Peru

Gold and Gods of Peru

Folktales of Latin America

Riddle of the Incas: The Story of Hiram Bingham and Macchu Picchu
Young Inca Prince
First Book of the Incas
Inca, Indians of the Andes

If available, the following visual materials will be helpful:

The Ancient New World (film)
Early American Civilization — Mayan, Aztec, Incan (film)
The Incas (film)
Ancient Inca Indians of South America (film)
The Ancient Peruvian (film)
Ancient Civilizations of The Americas — The Incas (sound filmstrip)

Start a bulletin board display for "Change" to continue throughout the rest of the unit. The display can include the following:

Students who like to draw can illustrate changes in the lives of the Mundurucú and the Inca.

Students who have newspapers at home can bring in news articles of present-day change.

Students who like to write can contribute explanations of other students' pictures or reactions to the news clippings.

Fasten a long strip of paper on one side of the bulletin board for each committee to fill in after it has reported. For example:

<i>New Ways</i>	<i>Reason</i>
-----------------	---------------

Activity 24: Following Group A's report, ask:

Exchanging
information

What was the soiled cup a symbol for?
 What was the symbol for defeat of the Chanca?
 What do we do to show winning at school work (report cards) and in school games (cheering)?

Inferring

What is booing or hissing a symbol for?
 Why do you think people do these things?

Activity 25: Following Group B's report, ask:

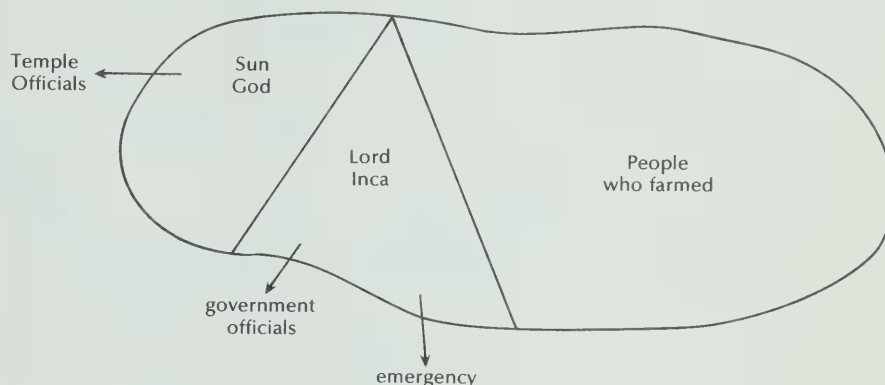
Exchanging
information

What people in the Inca empire did not produce food?
 How did they get their food?
 From where did the surplus of food come?
 How does having a surplus of food affect other kinds of jobs that need doing? (If students are unable to respond to this question, ask: How does having a surplus free some people to "specialize" in other kinds of work? How free is a person who does only one job, like the Inca runners?)

Generalizing

How did the Inca make sure there would be a food surplus?
 What can you say about the Inca system?

If Group B did not explain the divisions of land, draw a diagram similar to the following:



Ask:

How do you think the conquered tribes might feel about this division of land?

Intake of
information

Then read this excerpt to the class:

... the empire's communities were self-sufficient and produced a surplus, thanks to which the nobles and officials lived a life of ease, or even of luxury. This surplus was so big that veritable armies of workers could be maintained to build the enormous Inca structures and to carry on wars against innumerable people, and artisans were paid. Part of the taxes collected ... was redistributed in the form of presents to the court nobles ... officials ... chiefs and princes. ... He who commands must be generous, for, if not, he risks losing the support of his men.*

Ask:

Who owned the land, all the llamas, gold and silver? (Lord Inca)

Who decided how the land and other resources were to be used? (Lord Inca)

How did the producers of food pay for the "right" to use the land and other resources?

How was the Inca system different from the Mundurucú system?

How does our system of producing food (or other goods) differ from the Inca?

Comparing

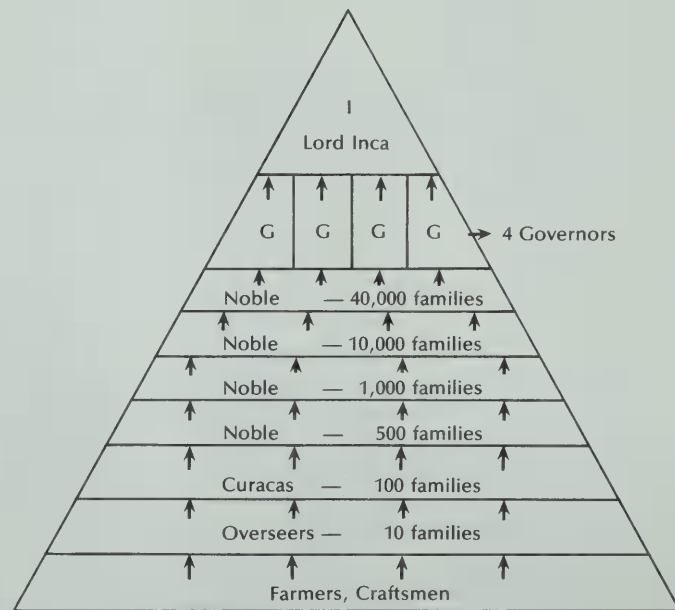
Note: If you have sufficient economic background, expand on this activity to develop the difference between a market system and an economic system that operates according to tradition.

**The History of the Incas*, by Alfred Métraux. Pantheon Books, 1969.

Read the following Inca song to the class:

Ask:

Have someone in Group C draw the following diagram on the chalkboard to explain the method of getting orders to and reports back from the network of officials all over the empire.



Ask:

What are the advantages of this highly organized structure?

What are the disadvantages?

*plant with strong fibers

Inferring

What kind of person would want his empire organized in this way?

Duplicate the following sayings attributed to Pachacutec:*

When subjects, captains, and curacas obey the will of the sovereign, the country enjoys peace and complete calm.

When their subjects obey as best they can, without raising objections, rulers and governors must show liberality and kindness towards them, otherwise strictness and justice must be imposed but always prudently (wisely).

Governors must note and examine two things with great attention. First they and their subjects must respect and carry out to perfection the sovereign's laws. Secondly they must make minute examination of the . . . economies of their province.

Ask:

What do these sayings tell you about what was important to Pachacutec?

Writing

Point to the pyramid of Inca officials on the chalkboard and erase the Lord Inca section. Then have each student write to the following question:

Cause and effect

What might happen if suddenly there were no sovereign?
Give some reasons for each thing you say will happen.

Let the students share their predictions in small groups. Have them keep their writings in their folders.

Exchanging information

Activity 27: After Group D reports, develop a chart on the chalkboard that shows the way the Incas used some of their resources. For example:

Organizing information

Resource	How Used	For What Purpose
stone	temples aqueducts roads sculpture	religious reasons water for cities move troops decorations
gold	decorations ornaments statues	temples of gods personal adornment of nobility religious reasons
silver	decorations ornaments	temples of gods personal adornment of nobility
land	terraced grow food herd llamas	more farm land feed everyone food, carry loads, clothing
water	irrigation	grow more food

*Sayings attributed to Pachacutec by Garcilaso de la Vega as quoted in *Daily Life in Peru Under the Last Incas*, by Louis Baudin. Macmillan, 1962.

Inferring	Ask: Which resource was most valuable to the farmers? Warriors? Nobles? (Encourage different points of view.) Why do you think gold and silver were not used for money? Why do you think the common man would not steal gold or silver? (By law only bronze ornaments were worn by commoners.)
Inferring	Have the class look at the pictures on page 58. Explain that dirt ramps, levers, stone and wood rollers were probably the means of putting the huge stones in place. Ask: Why didn't the Incas use animals to pull the heavy stones? (had no draft animals) Why didn't the Incas really need either work animals or machinery? (plenty of humans) Why do you think the Incas never invented the wheel?
Inferring	Activity 28: After Group E reports, have the students look at the map on page 44 to measure the length of the Chimu kingdom. Ask: Why would Pachacutec be so eager to conquer the Chimu? Which people in Chan-Chan would the defeat mean the most to — the Chimu nobles, their warriors, or their farmers? Why do you think so? Have the class recall Viracocha's dream, page 37. Then ask: What parts of his dream have come true? Why do you think some historians have called Pachacutec a genius?
Intake of information	Activity 29: Have the students read about the Festival of the Sun on pages 61-63 to find out what rules or rituals were followed in honoring the sun. After discussing the reading, recall the rituals of the Mundurucú on pages 14, 15, and 19. Then ask:
DEVELOPING GENERALIZATIONS	1. What are the differences between the religious beliefs of the Mundurucú and the Incas? 2. Why do you think the Lord Inca didn't call on spirits of animals? 3. Why do you think the Mundurucú people don't honor the sun and moon? 4. Why do we honor none of these? 5. What can you say about beliefs people have? Read aloud the last paragraph on page 63. Then ask: What are the accomplishments that Pachacutec is probably "glad" about now that he is getting old? List the students' responses on the chalkboard. For example: large empire Cuzco a model city beautiful Temple of the Sun communication system

fortress on hill started
Incas stronger than all other tribes

Then have the students look at their list of New Ways on the bulletin board (from Activity 23). For example:

New Ways	Reasons
marriage between nobles	break up clan loyalty
conquered warriors drafted	build strong army
nobles live among tribes	report to Lord Inca
chiefs' sons as hostages	learn Inca ways
	tribes wouldn't rebel
improved roads	easier travel for soldiers
	send messages by runners
men drafted to work	need for canals, bridges, aqueducts, roads, buildings
	took troublemakers away
empire divided into quarters	more control
	easier to prevent rebellion
system of rewards	more loyalty
state warehouses	store surplus
	feed those not farming
	feed everyone in emergency

Let several students choose an "accomplishment" from the chalkboard list and describe how "New Ways" on the bulletin board list made the accomplishment possible.

Then ask:

Inferring

Which new ways did Pachacutec think were for the benefit of everyone?
Which groups of people in the empire might not agree? Why not?

Duplicate the fact sheet below for the class to read:

PACHACUTEC: BENEFACTOR OR TYRANT?

People who have written reports about the great Inca empire don't always agree about the advantages of the system started by Pachacutec. For example:

Father Bernabé Cobo (a Jesuit priest): . . . these poor people were not allowed to own anything privately without the permission of the Inca or his governors, not even to slaughter a sheep or to have two suits of clothes; nor could they eat what they chose, . . . nor could they marry whomever they please . . . the Incas had no other aim than to . . . exhaust the strength of the Indians until they were unable to raise their heads.¹

Pedro de Cieza de León (a Spanish soldier): . . . the Incas always did good works for their subjects, not permitting them to be wronged or burdened with excessive tribute or outraged in any way. They helped those who lived in barren provinces . . . providing them with the things they required.¹

¹Quoted in *Readings in Latin-American Civilization*, by Benjamin Keen. Houghton-Mifflin. 1955. (Cobo, page 37; de León, page 36)

S. Lorente: . . . wearying monotony and unconquerable sadness.²

Father J. de Acosta: . . . the Peruvian was both enslaved and happy.²

Louis Baudin: The common people had nothing to learn, nothing to foresee, nothing to desire . . . the fifteenth century Indian drew certain advantages from this situation . . . orderliness, a security against famine and invasion, peace of mind, a settlement into total passivity.²

Go over the fact sheets with the students explaining any unfamiliar words, such as monotony or passivity. Then have the students choose one writer's description and find evidence in their books to support the writer's opinion.

Let those with opposing viewpoints exchange in small groups the evidence they have found.

Writing

End the activity by letting each student choose one of the following titles as a topic for a written paper to be filed in his folder:

From Village Chiefs to Inca Rule
Pachacutec: Empire Builder
No Decisions to Make . . . Ever
Pachacutec Was Something Else
The Fastest Way to Change

If students have had supplementary books to read they might debate the merits of Inca life.

Dramatizing

Activity 30: Choose four or five students to take turns playing the role of Pachacutec. Divide the rest of the room into:

nobles	project workers
warriors	temple priests
farmers	artisans

The pro-tem Pachacutec recites something like:

I am the great Lord Inca, son of the Sun God. Look what I did. I _____ (some accomplishment) .

In response someone in each of the other groups says:

Yes, Lord Inca, but we, your loyal (soldiers) helped you.
We _____ .

Activity 31: Have the students look at the map on page 44 to find Tumbes and Cajamarca. Then describe the following situation:

About 60 years after Pachacutec's reign 180 men from Spain sailed into Tumbes. Some of the men had horses to ride. They all had guns. They believed in one god and that everyone should honor this one god. They were looking for gold to send back to their king and to keep for themselves. The ruling Inca was near Cajamarca with 30,000 soldiers.

²Quoted in *Daily Life in Peru Under the Last Incas*, by Louis Baudin. Macmillan. 1962. (Lorente, page 248; Acosta, page 248; Baudin, pages 247-248)

APPLYING
GENERALIZATIONS

Ask:

1. What do you think will happen?
2. What makes you think that will happen?
3. What would be necessary for that to happen?
4. Can someone give a different idea about what will happen?
5. If, as one of you suggested, (such and such) happened, what do you think will happen after that?

Notice whether students respond only in terms of fighting and gory details or do they include such items as: Incas unfamiliar with horses, guns, and "hairfaces"; Incas dependent on decisions from the top; Inca storehouses and raids as an aid to advancing enemies; new ideas introduced into the Inca culture, etc.

Note: If some of the class already know about Pizarro, let them tell the events of the conquest of Peru. Then ask:

Inferring

What were some Inca beliefs or accomplishments that might have helped Pizarro?

What might have been different if the Inca had had no gold or silver? Why do you think so?

What might have been different if the people Pizarro met were still in small tribal groups not under control of the Incas? Why do you think so?

Emphasize the "might have" in the above discussion as there were some empire conditions at the time which have not been presented to the students.

At the conclusion of either of the above discussions, read the following (or show a film suggested in the next optional activity):

Pizarro Meets the Lord Inca

Atahualpa. . . . was the master now of everything, everyone in the domain; what had Atahualpa to fear? He was god. He was surrounded by thousands of warriors. . . . So then he accepted . . . an invitation from the Spaniards to visit their chieftain Francisco Pizarro in the plaza at Cajamarca. His warriors were to come unarmed. . . . during the early evening of November 16, 1532. . . . the Inca, carried in his litter and surrounded by an unarmed bodyguard, moved into the plaza. . . . There was a parley between Christian priest and Inca god, then . . .

(from von Hagen)¹

a shot rang out. . . . Pizarro's soldiers opened fire. Horsemen charged the undefended Indians, slaughtering thousands, and Atahualpa was taken prisoner. The decisive battle was over, without loss of one Spanish soldier, with scarcely a wound.

(from Herring)²

Although Pizarro promised to release Atahualpa for huge amounts of gold and silver, once the treasure was in Pizarro's possession, the Inca ruler was killed.

¹*Realm of the Incas*, by Victor von Hagen. Mentor Books (The New American Library) 1957, pages 206-207.

²*A History of Latin America*, by Hubert Herring. Alfred Knopf (third edition) 1968, page 139.

Checking
hypotheses

Have the students reread the following writings from their folders:

- a. The hypotheses about change from Activity 19.
- b. Their predictions about no sovereign from Activity 26.

Have them tell what changes they would have to make now that they have more information.

EVALUATION

Student responses to Questions 1, 2, and 5 can be evaluated according to the following categories:

1. Does the student base his prediction on a clear understanding that change occurs when people of different values come together?

For example: "If the Spanish win, the Inca wouldn't be as powerful as before."

2. Does the student base his prediction on a different but valid generalization?

For example: "The Spanish will pray to their gods to win."

3. Does the student base his prediction on inappropriate generalizations?

For example: "They would all die rather than fight the Spanish."

4. Does the student state his prediction in highly specific terms?

For example: "They will try to kill each other."

5. Does the student base his answer on his own experience or reactions?

For example: "On TV the guys with guns always win."

6. Does the student indicate an inability to deal with the question?

For example: "The Spanish landed at Tumbes."

As students are asked to do similar exercises throughout the year, their growth can be noted. Particular notice should be taken of pupils whose responses are often in Category 6 so that encouragement or clarification can be given. Although responses in Categories 3, 4, and 5 should not be discouraged, it would be expected that responses in Categories 1 and 2 will increase as students progress through the year.

Optional Activity: Show a film on the period of conquest or let interested students read about the conquest.

Suggested films and filmstrips:

The Spanish Explorers

The Incas

Spanish Explorers of the New World — Pizarro

Suggested books:

Fall of the Incas

Pizarro and the Conquest of Peru

Activity 32: Have the students draw a four-part timeline like the one below to keep in their folders. It will be used in each of the following case studies.

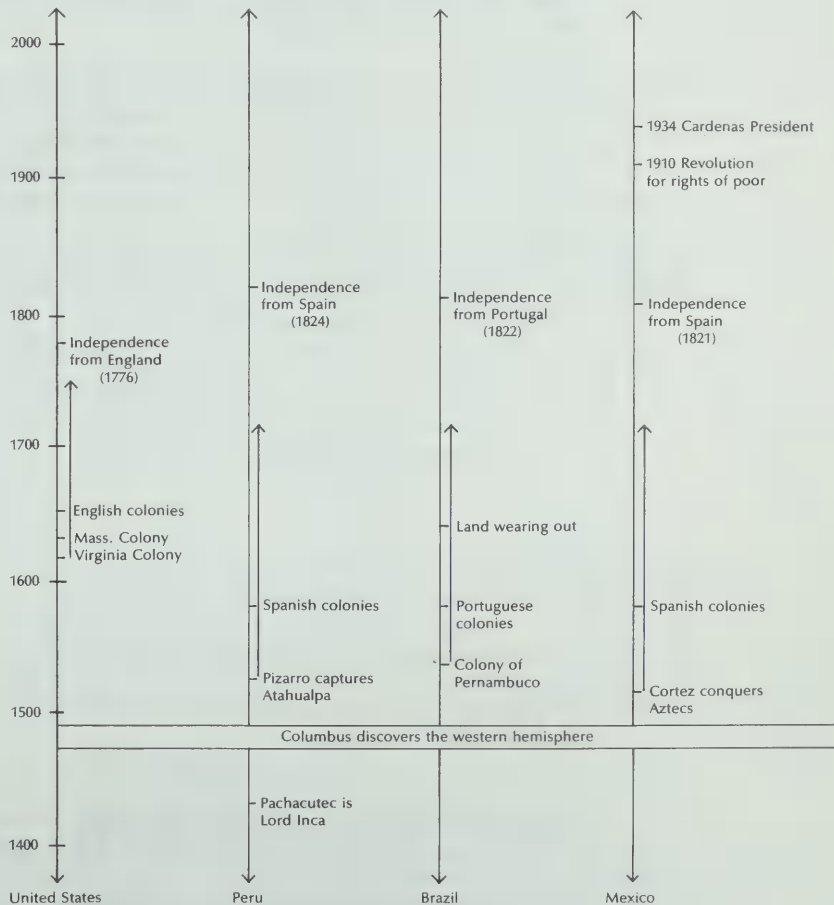
Help them decide how to mark off intervals of equal length to represent the centuries from 1400 to 2000.

Recall with the class what happened in North America after Columbus discovered the western hemisphere:

exploration, colonization, independence

Give the students the dates for the United States section of the timeline. Then have them enter the dates and information for Peru.

Note: The timeline below is completed for your convenience. The students will add dates for Brazil and Mexico in later activities.



Optional Activity: Show a film on Peru today and have the students look for evidence of old Inca ways.

Suggested references:

Peru — Inca Heritage

The Incas

Life in the High Andes

Peru — Land of the Incas

Peru — Filiberto of the High Valley

MAIN IDEA | Change within a society may be the result of acceptance, compromise, or coercion.

ORGANIZING IDEA | Change in Latin America has been brought about both by force and through cooperation.

Sequence 3

Note: Suggested references for supplementary information about Brazil can be found on page T8.

Map skills | **Activity 33:** Have the students look at the maps on pages 124-125 and review what they know about Brazil from the study of the Mundurucú.

Have them locate Recife on the northeast coast of Brazil and tell what the land and climate is like according to the information on the maps. Compare the east coast bulge to the west coast bulge and review the reasons for differences in rainfall.

Intake of information | Have the students read pages 65-66 to find some of the reasons why Brazil is the only country in either North or South America where Portuguese is the language of the country.

Ask the students to add the following dates to their timelines:

1500 Portuguese explorers claim Brazil for Portugal (Cabral)

1533 captaincies given to rich men

1633 land wearing out

Ask:

What was going on in Peru about 1533?

Why were the Spanish coming to Peru?

What was going on in North America about 1633?

Why were the English coming to North America?

Let the students work in pairs to list what they remember about colonial life in North America.

Note: You may have to ask additional specific questions. Students tend to remember very little of significance about the colonists.

From their lists duplicate items for a worksheet. For example:

trouble with Indians	came for religion
some died	had slaves — tried to escape
had newspapers	sent tobacco and cotton to
raised cotton	England
	rich people had tutors

Have the student put N by the items that are true for only the northern colonies and S for items that are true for only the southern colonies.

Have them look at their finished worksheets and ask:

Comparing | What were the major differences between the North and South?

Why were there these differences?

	Have the class look at the pictures on pages 64-73 to answer: Does colonial Brazil look more like our colonial south or north? What evidence is there in the pictures?
Intake of information	Activity 34: Have the class read pages 67-74 to find out about the different kinds of workers on the Nabuco plantation. After reading ask: Which workers were necessary to produce sugar? Which workers were necessary to prepare for the celebration? Which workers were so highly skilled they did only special jobs? Why didn't the workers who took care of the horses also cut sugarcane? Why didn't the cooks work in the refinery? Why didn't the overseer take care of the cattle? How does dividing the work cause more sugar to be produced?
Inferring	Why did the Nabuco plantation need so many workers? Let small groups of students dramatize work performed by people with special skills. Have the rest of the class guess which workers are being dramatized. For example: caring for Arabian horses blessing the refinery cutting sugarcane cutting hair playing in the orchestra, etc.
	Activity 35: After the dramatizations, ask the students: Why do you think teachers were not mentioned as workers on the plantation?
Intake of information	Have the class read pages 77-78 to find out: Who was educated? What did they learn? Who taught them? Why were they being educated? Who decided whether they went to school or not?
Generalizing	After the students have read and answered the questions about Brazil, ask: What does this information tell us about what the Brazilians thought was important? Then ask the same questions about today's schools in the United States, ending with: What does this show about what we think is important?
Intake of information	Recall with the students that the English colonists started schools very early in our history. Have them look at their timelines as you tell them: In 1636 Harvard University was founded in Massachusetts. In 1647 Massachusetts passed a law requiring each township of 50 families to hire a teacher so children could learn to read and write.

	In 1693 William and Mary College was started in Virginia. In the South there were private schools and tutors for the wealthy but no serious attention to schools for everybody during those years.
	Ask:
Inferring	What differences were there between what the North and South thought about schools? Why do you think there were these differences? Were the Brazilian colonists more like the North or the South in their attitudes about who would be educated? How do you account for this?
Intake of information	Read the following quote about Brazil to the class, or duplicate it for them to read: The Church provided a few schools for the privileged. . . . no university was established in Brazil during the three colonial centuries. . . . Books and the printed word were all but unknown. . . . Brazil imported a few books. . . . The security of a slave society was safeguarded by the absence of universities and presses and by the scarcity of books. Brazil's (plantation owners) would have found themselves in hearty (agreement) with Virginia's mid-seventeenth-century Governor William Berkeley: "I thank God there are no free schools nor printing, and I hope we shall not have any these hundred years, for learning has brought disobedience and heresy . . ."
	Ask: In what ways might learning bring disobedience? How do you think a lack of newspapers and books "safeguarded the slave society" in Brazil? What do you think Virginia's Governor Berkeley would say if he were alive today? Senhor Enrique? Pachacutec?
Inferring	Refer to the earlier question about what we think is important and ask: Why do you think most Americans want everybody educated?
Writing	Have the students write about the purposes of education in a democracy, or freedom of the press, or free public libraries — whatever the direction of the above discussion has taken.
Intake of information	Activity 36: Have the students read pages 78-84 to find out: What are the differences between Recife and Olinda? What are the differences between Senhor Alfonso and Senhor Enrique?
ANALYZING VALUES	After discussing the reading, ask: 1. What did Senhor Enrique give as his reasons for not changing his expensive way of living? (page 82) 2. What do these reasons tell you about what Senhor Enrique thinks is important?

*From *A History of Latin America*, by Hubert Herring. Alfred A. Knopf (third edition) 1968.

Present the following situation to the students and have them choose the action they would take:

You and three friends have taken turns buying snacks for each other after school. You have always bought more and better treats than the other three. Tomorrow it's your turn again, but you haven't any money left. What will you do?

- a. ____ Tell your friends you don't have money.
- b. ____ Borrow from someone you don't like who always has money.
- c. ____ Stay home from school tomorrow.
- d. ____ Something else. What? _____

Continue the discussion by asking:

- 3. If you chose **a**, what does that show you think is important? (Repeat the question for the rest of the choices.)
- 4. What differences do you see in what people think is important?

Intake of
information

Activity 37: Have the students read pages 85-88 to find out which people could be the boss over other people. Then have them review the pages already covered for any other groups mentioned.

As the students report names or groups, give them slips of paper on which to print one name or one group. Each student should have one slip of paper with a name or group printed on it. For example:

Senhor Enrique	mill workers
field workers	Dona Maria
nurses	housemaids
overseer	blacksmiths
priest	ladies of the house
grandchildren	slave children

He/she will then pretend to be that person or group. Appoint someone to be "It." "It" shows his slip of paper to the class and tells what he/she does during the day. Anybody who can tell "It" what to do or not do stands up holding his slip of paper so "It" can see the printing. "It" can question any of those standing about whether they have the right to tell him what to do. At the end of the activity ask:

Inferring

- Why might the sons of the planter grow up believing they have the right to do whatever they feel like doing?
- Why might the foremen and overseers learn to be very strict, even mean?
- Why might slave children grow up believing the master's family will make all their decisions or do all the thinking for them?
- Why might the ladies of the house feel they weren't very smart?
- Why might the priest believe he should not argue with the master?
- Why might the master of the manor feel he was better than anyone else?
- Why might the merchants want to become members of the plantation society?
- In what ways was the plantation like the Inca empire under Pachacutec?

DEVELOPING
GENERALIZATIONS

Intake of
information

Activity 38: Recall what Pachacutec did with rebellious subjects. (pages 45, 48, 52)

Have the students read pages 74-77 to find out what runaways from the Portuguese did. After the reading ask:

1. What happened in the story?
2. What in the story shows the Palmares acting the same as the masters they ran away from? (strict discipline, highest rank had best clothes, had slaves, punished disobedience)
3. What in the story shows Palmares acting the same as early Mundurucú war parties?
4. What in the story reminds you of Pachacutec's solution to rebellious people after the Confederation was defeated?
5. Why do you think the Confederation chief and the followers who killed themselves didn't want to be captured?
6. Why do you think the soldiers didn't kill all the Palmares?
7. What can you say about the way some people treat each other when they get the chance?
8. What do you think about this treatment of one group by another?
9. How do you think it could have been different?

Activity 39: Have the students reread page 84 to find what the Africans learned from the Portuguese. (Catholic religion, Portuguese language)

Recall with the class how modern Mundurucú were helped by the Catholic missions. (pages 23-24: saved life of Pedro's grandfather, gave him rubber path, bought the rubber he collected; page 29: have medicine, give good price for rubber, charge reasonable prices for tools, give things on credit)

Have the students look for evidence that the plantation owners took care of the workers. (page 68: infirmary for the ill; page 72: dance, food from the manor; page 74: rum on special occasions; page 78: send a slave child to school; page 86: nurses granted freedom)

Then ask:

Comparing

What is the difference between what was done to help the Mundurucú and what was done for the workers on Senhor Enrique's plantation?

Inferring

What are some reasons for this difference?

Activity 40: Have the students reread page 71 to find what the Portuguese learned from the Indians and the Africans. (use of manioc flour and corn, cook with spices and hot peppers)

Intake of
information

Duplicate the following quote for the class to read. Tell them what else the Portuguese learned from the Amerindian:

... there is no doubt that in cleanliness and personal hygiene they (Amerindians) were vastly superior to the newcomers. They bathed frequently whenever they had the chance, whereas most good Christians dreaded washing in water. ... The fact is that the European was a filthy animal in comparison with the average Asian, African, or Amerindian; and it is amusing to note the white man's reaction when confronted with the idea of a regular wash

and a frequent bath. . . . The Portuguese pioneers adopted certain traits of the native culture, such as a fondness for bathing, the substitution of manioc flour for bread, and the use of the hammock. . . . This did not prevent the great majority of them from regarding the Amerindian with the utmost contempt . . . and from enslaving him whenever they could.¹

Ask:

How does the author say the Amerindians were treated?
What feelings do you think the writer had about the way the Amerindians were treated?
What words does the author use to stir up the feelings of the reader?

Affective
development

Duplicate the following for the class, discuss the meaning of unfamiliar words, and have the students underline the words used by the planters to persuade others that enslaving Indians was necessary.

Alarmed by the mistreatment of the natives and their mounting death rate, the missionaries, particularly the Jesuits, spoke out against the practices of the colonists. . . . The planters . . . emphasized the barbarian nature of the Indians, their . . . refusal to work without coercion . . . the planters' point of view . . . "if we . . . use them for our tillage and husbandry, we do them no injustice; for this is done as much to support them and their children as to support us and ours. This is so different from enslaving them that it is rather doing them a priceless service . . ."²

Activity 41: Have the students bring in newspaper articles on a hotly-debated local topic. Have them compile a list of words in the articles used to stir up the feelings of the reader.

Note: If no real controversial issue is being debated in the local news, have the students look at "Letters to the Editor."

Intake of
information

Duplicate the following for students to read and compare Father Vieira's choice of words with the other readings and with their own list.

The planters eventually realized that the Indian was not a satisfactory answer to the labor problem . . . the rapid growth of the sugar industry sent the demand for workers soaring. . . . The planters soon focused their attention on Africa as the most likely source for their labor. Thereafter a deluge of slaves poured out of Africa.

Few felt slavery was wrong . . . the Roman Catholic Church accepted . . . slavery so long as the blacks were Christianized. However, a few voices — principally from the Jesuits — did eventually speak up in defense of the blacks. . . . Padre Antonio Vieira:

O inhuman traffic in which the merchandise is men!
Few masters, many slaves; masters richly dressed,

¹From *The Golden Age of Brazil*, by C. R. Boxer. University of California Press, 1970.

²From *History of Brazil*, by E. Bradford Burns. Columbia University Press, 1970.

slaves despised and naked; masters banqueting, slaves dying of hunger; masters swimming in gold and silver, slaves loaded down with irons; . . .¹

Ask:

Generalizing

What words of the padre's are exaggerations?
How do you think the planters reacted to these words?
Why?
What kind of person would it take to speak out against the planters? Why?
What can you say now about the way some people treat other people?

Intake of information

Activity 42: Have the students recall what the American colonists did in Boston when the didn't like England's tax on tea.

Have the class read about what happened when the king of Portugal tried to make Recife a separate city (pages 89-93). Have them write five to ten things that happened and as they report, list their items on the board. Then ask:

DEVELOPING GENERALIZATIONS

1. What change was suggested by the king of Portugal?
2. Which events on the list were attempts to prevent change?
3. Why did the planters resist efforts to change?
4. Why do you suppose the merchants of Recife wanted the change?
5. How did it happen that the change finally took place?
6. Why do you think the Nabuco family tried to keep going along in the same old way after the war ended?
7. What change eventually took place on the plantation?
8. What caused the change on the plantation?

Recall with the students what a theory is. (See Activity 16.) Have them work in pairs to develop a general statement that might be a theory about how different ways of change took place in colonial Brazil. As they share their "theories" ask what evidence there is in the book or readings that support their "theories."

Then ask the pairs of students to develop other "theories" that might explain why some colonists did not feel responsible for people who worked for them and why some plantation owners did not take good care of the soil. Read the following to the class and write the last sentence on the board:

Attitudes formed by a landowning sugar plantation aristocracy dominated the thinking of the Brazilian upper-class everywhere until very recently. . . . Land ownership is believed to confer privileges . . . upon the landowner, who feels very little obligation toward the land or those who work it . . . a concept brought originally from Portugal. . . . These views continue to influence the thinking of a majority of the "old families". . . . They consider that the human and natural resources of the country exist solely for their own personal benefit.²

¹From *History of Brazil*, by E. Bradford Burns. Columbia University Press, 1970.

²From *Brazil: A Giant Stirs*, by Richard Momsen. Van Nostrand, 1968.

Ask:

What evidence in our reading supports the author's last statement?

What evidence is there that many American colonists felt the same way in their treatment of Indians, Africans, and natural resources?

MAIN IDEA	Change within a society may be the result of acceptance, compromise, or coercion.
ORGANIZING IDEA	Change in Latin America has been brought about both by force and through cooperation.

Sequence 4:

Activity 43: Have the class enter the following dates and information for Mexico on the timeline (see Activity 32).

1934 President Cárdenas
 1910 Revolution for rights of the poor
 1821 Independence from Spain
 1521 Cortez conquers the Aztecs
 1400 – 1500 Aztec Indians build empire

Ask:

When you look at these facts on the timeline, what ideas do you get about Mexico?

Have the class look at the four parts of the timeline and ask:

Comparing	In what ways do events shown on the Mexico timeline seem like those of other countries in the New World? What could account for these likenesses?
Inferring	In what ways do the events seem to differ? What might be the reasons for the differences? What can you say about the Europeans in the New World from just the information on the timeline?

Write their inferences on the chalkboard. Then ask:

What would you have to know about Mexico in order to check the truth of your statements?

Have the students find the word “Latin” in their dictionaries. Then ask:

Why do you think Mexico and South America are called Latin America?

Optional Activity: Invite a resource person to answer questions about Latin America (or Mexico only). Plan with the class what questions to ask and give the list to the visitor ahead of time. Tape-record the visitor’s presentation so students can listen whenever recall of information is necessary.

Activity 44: Divide the students into three groups, one for each of the people already studied (Mundurucú, Inca, colonial Brazil). Tell them they may need to review the people already studied before the next activity and that one way to review is by using the index.

Research skills	Have the students turn to the index at the back of the book. Have them locate the topic “houses” to see if there are page references for all three groups studied. Let the students suggest topics to practice using the index.
-----------------	---

Explain cross-referencing and ask some questions for practice, such as:

- Which of the items under Brazil might be main topics somewhere else?
- Where can you find the topic of fighting between Recife and Olinda?

Then have the class think of some related words that might be used in an index. For example:

- Find the references for "crops." What other word might references for "crops" be under?
- What other word might references for "farming" be under? (Agriculture is not used in this index.)
- What two places can you look to find out about learning to read and write?

Let each of the three groups assign index topics to its members (as much as possible) for a quick review.

Research

Optional Activity: Have the class read widely for information on Mexico. Let them plan what topics to research, ways to use the reference books (index skills), other ways to get information, and ways to present the information to the class.

Meet with the committees as they gather information and help them organize some of the data under:

- What changes have taken place.
- Who or what caused the change.
- People and dates important to Mexico's history.

Plan a time for students to exchange information. It might be part of each session or all at one time. Following Activity 52 is a natural break for sharing the research.

Suggested books:

Indians of Mexico: A Book to Begin On
And Juan
Art of Ancient Mexico
Away to Mexico
Call Me Juanita
Captain Cortes Captures Mexico
Conchita and Juan, a Girl and Boy of Mexico
Cortes of Mexico
Finding Out About Geography: Mexico, Central America
and the West Indies
First Book of Mexico
Gods of Mexico
Hello, Mexico
A History of the Aztecs and the Mayas and Their Conquest
How People Live in Mexico
In Mexico They Say
It Happened in Chichipica
Juarez, The Founder of Modern Mexico
The Kind of the Mountains: A Treasury of Latin-American
Folk Stories
The Land and People of Mexico
Latin Americans: Past and Present
Let's Travel in Mexico

Life World Library: Mexico
The Mayans Knew
The Mexican Story
Mexico
Mexico A to Z
Mexico for Kids
Mexico in Pictures
Mexico Is People: Land of Three Cultures
Mexico, Land of the Plumed Serpent
My Name Is Pablo
Pancho Villa: A Biography
The Quetzal Feather
Sun Kingdom of the Aztecs
Tizz at the Fiesta
Today's Latin America
Treasure of Acapulco
The Two Uncles of Pablo
The Village that Learned to Read
Zapata, Mexican Rebel

Suggested films:

Early American Civilizations: Mayan, Aztec, Incan
Mexico's Heritage
Arts and Crafts of Mexico, Parts I and II
The Aztecs
Mexico: Part I, Northern and Southern Regions
Mexico: Part II, Central and Gulf Coast Regions
Cortez and the Legend

Activity 45: After a quick review ask:

Comparing

What happened when the Mundurucú met the white traders? The white missionaries?
 What happened when the Portuguese plantation owners met the Indians?
 What happened when the Spanish met the Inca Indians?
 What do you think happened when the Spanish colonists came to Mexico after the Aztecs were defeated?
 After 300 years of government from Spain, who would own the poorest farming land? What makes you think so?
 After 300 years of government from Spain, who would have less skills and education, or less hope of ever having anything? Why would this happen?
 If conditions get bad enough and the poor keep getting poorer, what can happen? Why?

If available, show the class the following:

Mexico's History (film)
The Mexican Revolution of 1910 (filmstrip)

Intake of
information

Have the class look at the pictures on pages 98-99 as you read the captions to them. Then ask:

What did the captions say they wanted?
What did the poor people do to get what they wanted?
What do you think "social justice" means?

Read or duplicate the following and have the students indicate which items would be attempts to secure social justice:

free dental service to children
giving people TV sets
laws for safe working conditions
teaching people to read and write
giving people passes to baseball games
putting on shows for hospital patients
finding jobs for the unemployed
schools for adults to learn job skills
lower taxes for old people
no taxes for anybody
paying women less wages than men
helping the jobless join the army
giving the poor food baskets at Christmas
providing hospital care for those unable to pay
helping people move to the cities
providing lawyers for poor people charged with crimes

Discuss the items marked as social justice and the reasons for considering them so. Ask:

Who pays for free services to others?
Who might think this was unfair?
How do you feel about this and why?

Have students look in the newspapers for efforts to secure social justice in the United States.

Activity 46: Duplicate this page for students (or read aloud and discuss).

The following was written in 1912 by a Mexican exiled from his country. He described the condition of the poor before the Revolution of 1910.

. . . I have seen the orders given by authorities to the inhabitants of villages and towns to abandon their homes and give up their lands. . . . And those unhappy Indians, whose only crime was that they lacked a written title to the lands on which their forefathers had peacefully lived since long before the birth of Columbus, frequently preferred to die hunted down like wild beasts, or to rot in jail . . .
. . . not a cent was ever invested in irrigating or fertilizing the land on which 12,000,000 Indians passed their lives in struggle for a handful of grain with which to sate their hunger.

What was the land reform wanted by this writer?_____

Why do you think he cared what happened to the land when he didn't even live in Mexico anymore?_____

Read the caption under the picture of Cárdenas on page 108. Then read the following information which comes from a historian who was writing about President Cárdenas.

Cárdenas, in zeal for reform, had a new approach: he thought in terms of the neglected village. . . . The Mexico he knew and understood was . . . the village Mexico where men neither read nor write; where the poor are usually hungry . . . where anywhere from one-eighth to one-third of all babies do not live to blow out even one candle on a birthday cake; . . . During his six years he gave the villages almost 45 million acres, . . . When he left office, more than half of all Mexicans were members of ejido communities with lands of their own . . .

What land reforms did President Cárdenas make? _____

What else did the villages need? _____

Why do you think Cárdenas was worried about literacy (ability to read and write)? _____

Activity 47: Write the following page numbers on the board:

94-96, 100, 105-107, 109-121

Comparing

Have the students look at the pictures to find differences in the ways of living in Mexico today. After they have reported what they saw, have them compare the pictures on pages 95, 111, and 119 as you pronounce the names of the families and the places where they live:

page 95 ejido (ā hē' dō), a farming community where the land belongs to all the families who live and work there including the Hernández (ēr nän' dəs) family. Note: Ejidos vary tremendously in the way they operate. If the students do research, they may come across contradictory information.

page 111 vecindad (vā sin dād'), a neighborhood beyond the city limits of Mexico City where the Suárez (swä' rəz) family lives.

page 119 residential areas in Mexico City, a government-built apartment house and the privately-owned house of the Álvarez (äl' var āz) family.

Map skills

Have the students look at the map on page 97 to locate Mexico City, Ejido Chapultepec, and the Federal District. Ask:

From looking at the map legend, what does Mexico have that the United States also has? (states, state capitals, national capital)

What do we call our federal district?

What do you think the people in both the United States and Mexico expect their governments in the national capitals to do for them?

After discussing the last question, have the students write a list of expectations to file in their folders. They will check their lists in Activity 60.

Activity 48: Divide the class into three groups. Have them read the following pages:

Group A — pages 95-104, the Hernández Family

Group B — pages 105-116, the Suárez Family

Group C — pages 117-123, the Álvarez Family

Have each group read to find answers to the following study questions:

What are the names of the family members?

What are the ages of the children?

In what kind of neighborhood do they live?

Where did they live before?

What work do the family members do?

What do some of the children expect to do when they are older?

Exchange of
information

After each group reports the information about its family to the rest of the class, ask:

In which families are the parents doing a different kind of work than their parents did? How did it happen?

In which family will the boys probably do the same kind of work as the father? Why?

In which families will the girls be most likely to learn job skills? Why?

In which family will the children probably have the most education? Why?

In which family will more education bring the most change? Why do you think so?

Read the paragraph about Alvina, on page 110, to the class. Then ask:

EXPLORING
FEELINGS

1. What does Alvina hope to do next year?

2. If Alvina doesn't get to go to secretarial school, how do you think she will feel? Why do you think she will feel that way?

3. Who has a different idea about how she might feel? Why do you think so?

4. Have you ever had a big disappointment? How did you feel? Why do you think you felt that way?

EVALUATION

Student responses to Question 2 can be evaluated according to the following criteria. The two categories given for each criterion show high and low ends of the spectrum of possible student responses.

1. Abstractness

a. Does the student's response include abstract words which refer to qualities or attitudes rather than to concrete incidents?

For example: "She'd be disappointed because she was expecting to be a secretary."

b. Does the student's response include no abstract words or refer to a concrete incident?

For example: "She'd be mad because she would have to stay home."

2. Sensitivity

a. Does the student recognize the feelings of others or theorize about feelings that are not obvious?

For example: "She'd be worried that she couldn't help her family."

b. Does the student indicate no recognition of the feelings of others?

For example: "She'll just stay home and do housework."

Intake of
information

Activity 49: Have the three groups change families and read as follows:

Group A — pages 117-123, the Álvarez Family

Group B — pages 95-104, the Hernández Family

Group C — pages 105-116, the Suárez Family

Have each group read to answer the following questions:

What problems worry different members of the family?

What conditions are behind each problem?

What does the worried member of the family hope for?

If available, show the class the following:

Mexico in the Twentieth Century (filmstrip)

Mexico — The Land and the People (film)

Mexico — A Changing Land (film)

Organizing
information

As the groups exchange information after their reading, chart the main items on the board. For example:

Person	Problems	Conditions	Hopes
Luis H.	making ejido successful	last ejido failed people against new ideas	work together organize better
Diego H.	living on the ejido	land not theirs depend on other families maybe soil no good	go to the city
Pilar H.	no school	children must read and write some don't want a school	committee plans government send a teacher
Raúl S.	money son's trade secretarial school	may lose job dangerous working conditions costs money	may be rumor son will learn to be careful godparents will help
Rosa S.	Alvina leaving	needs her help get married	learn about young man
Jorge A.	long drive home	traffic jams smog, old car	new car
Antonio A.	poor people of Hidalgo	not getting help	change

Have the class look at the chart and ask:

1. What differences are there among the problems these people have?

DEVELOPING
GENERALIZATIONS

2. Why are there these differences?
3. In what ways are the family problems alike?
4. Why are there some likenesses?
5. What can you say about the three families' problems?

Comparing **Activity 50:** Have each student pretend to be a member of one of the families he has read about. Have them tell why their families' problems are greater than those of the other two families. Then ask questions like:

What might happen if the ejido people can't work together?

What might happen if Raúl loses his job?

What might happen if Antonio keeps feeling the way he does about the people of Hidalgo?

After each response ask:

Cause and effect

Why do you think (that) will happen?

After discussing the three situations, ask:

Why must we be careful when making predictions about these three families?

Note: Continually alerting students to the limited information they have and different points of view that exist may help them avoid the trap of overgeneralizing.

Dramatizing **Activity 51:** Let the students plan dramatizations for some of the arguments or situations in each story. For example:

Antonio and his father, pages 121-123. After the dramatization ask the class why they thought Ramón told his brother about the people of Hidalgo.

Raúl and Juan, pages 105-109. After the dramatization ask the class why they thought Juan felt that his children wouldn't get into trouble if they were raised in the country.

Paco and his father, pages 103-104. Afterwards ask the class how they feel about the ejido people having a fiesta when they really couldn't afford it.

Pilar and Vera, pages 101-103. Afterwards ask the class why they think Vera is so opposed to her son's becoming a teacher.

Diego and his father, pages 96-99. Afterwards ask:

1. What do you think Diego will do?
2. What do you think his father will do if Diego _____?
3. What might his mother do?
4. Who has a different idea? (repeat several times)
5. Have you ever disagreed strongly with an adult in your family? What did you do?
6. As you think about it now, was it a good or bad thing to do?
7. Why do you think so?

INTERPERSONAL
PROBLEM SOLVING

EVALUATION

Questions, such as these, which explore reactions to interpersonal conflict, are particularly useful in assessing feeling and attitudes. Each student

may be asked to write his answers to one or more questions before discussing, or a checklist may be used by the teacher to record responses during class discussion. In either case, the following criteria are suggested for evaluating student responses to Question 1:

1. Ethical concern

a. Does the student show concern for participants and/or try to reconcile opposing viewpoints?

For example: "He should talk with the family and then decide."

b. Does the student show an acceptance of rules and/or adherence to particular societal rules?

For example: "Diego should stay on the ejido and help his father."

c. Does the student solve the problem on the basis of expediency — as easily as possible, without regard to ethical concerns and often by referral to other authority?

For example: "He should go to the city and have fun."

2. Sympathetic response

a. Does the student show sympathy or support for those involved?

For example: "Diego won't want to go away if it will be hard on his family."

b. Does the student show a punitive attitude toward those involved?

For example: "His father should make him stay home."

3. Rationality

a. Does the student indicate more than one solution and/or an awareness that the solution may be imperfect or that others of equal merit are possible?

For example: "He could go to school to become a better farmer, or get a job in the city so he could send money home."

b. Does the student indicate one solution and/or an awareness that the solution may be imperfect or that others of equal merit are possible?

For example: "Maybe he should try working in the city — he can always come back."

c. Does the student indicate no possible solution?

For example: "Diego won't know what to do."

Possible Use of Results:

Comparisons may be made with other student responses in regard to interpersonal conflict. In time, one would hope to see that students are becoming more "ethical" in the sense of progressing from simple expediency to acceptance of rules to concern with implications of rules for those involved. One would also hope to see students becoming more sympathetic with persons in a conflict situation and more flexible in developing solutions to such conflicts.

Activity 52: Have the students reread pages 106-107 to answer:

- What was Raúl's problem?
- What different actions could he take?
- What action did he take?
- What influenced his decision?

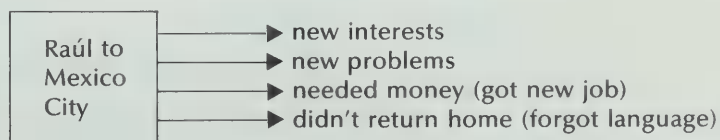
Show the students a way to diagram decision-making by identifying the reasons for and against an action (sometimes called a decision-tree):

Raúl's Decision	
For Leaving	For Staying
work too hard get old too soon land didn't produce food scarce much illness wanted something different Rosa's cousin would help	family lived there Rosa's family there no job in the city no money

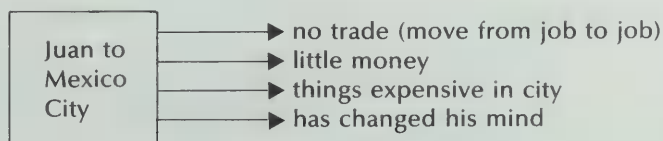
Ask:

- Which reason for leaving probably had the most force in helping Raúl make his decision? Why do you think so?
- Which reason for staying probably had the most force?

Help the students diagram the consequences of Raúl's decision to go to Mexico City. For example:



Let the students work in pairs to diagram the consequences of Juan's move to Mexico City. For example:



Make a decision-tree for Juan trying to decide to return to the country. Then ask some of the students to volunteer to put their diagrams on the board for a general discussion. Ask:

1. What do you think Raúl valued that made him decide to move to Mexico City and then decide to stay there?
2. What do you think Juan will do, stay in Mexico City or return to the country? Why?

3. Since both Raúl and Juan seem to want a better way of living, what do you think Raúl would call a better way?
4. What do you think Juan would call a better way of living?
5. What is the difference in what they value?

If available, show the class the following:

Mexico — The Changing World of Carlos Flores (film)
Living in Mexico — City and Town (sound filmstrip)

Optional Activity: Suggest that students with an interest in decision-making consider one of Mexico's growing problems. Ask:

What action can the government take to keep people who live in the country from moving into the already crowded cities?

Suggest that they start with choices of actions and some possible consequences of each action. If necessary suggest some choices. For example:

Choices	Possible Consequences
laws to stop the moving —▶	
low-cost housing in villages —▶	
build factories in the country —▶	
pay villagers to stay —▶	
improve the farmlands —▶	
advertise the problems of the city —▶	

The next step is to select an action and make a decision-tree of reasons for and against the action. If students become unrealistic in their analysis, stop the activity.

You may wish to select a local problem for the above activity. Some suggested questions might be:

What action can the government/people take to reduce air pollution?

What action can the students of this school take to improve the looks of the school grounds? Help new students feel welcome? etc.

Writing

Activity 53: Have each student choose to be one of the family members he has read about who is worrying, and have him write a possible action he might take to improve the situation. Ask the students to give reasons for their decisions. After the writing have the students share their decisions in small groups.

After each paper is read, the rest of the group will discuss whether the action sounds possible or impossible and give reasons for their conclusions.

Role playing

Before the sharing you might want the class to role play ways to analyze someone's paper without hurting the author's feelings. Discuss ways to give suggestions:

I see what you mean, but . . .

I would like to disagree because . . .

	Are you saying that . . . Did you think of . . . Discuss ways of reacting to suggestions: Maybe I should have . . . I can't really agree that . . . You're probably right but . . .
Intake of information	Activity 54: Have the students look at page 108, paragraph four, while you read aloud about Cárdenas and the four political sectors. Ask: In what sector is each of the three families? What decides which sector people belong to? Why do you think the church people aren't mentioned? Note: If the students can't respond to the last question, you might talk briefly about the "separation of church and state" in both Mexico and the United States. Have the students read to find and list any mention of the government — what it is doing, has done, or is trying to do. Group A — pages 105-116, the Suárez Family Group B — pages 117-123, the Alvarez Family Group C — pages 95-104, the Hernández Family Collect the lists and select about 20 items representative of the students' lists. Duplicate the list of 20 items or write it on the board for use in Activity 57.
Map skills	Activity 55: Have the students look at the maps on pages 126-127 to find: Eastern, Western, Southern Sierra Madres Lands with 20 or less inches of rainfall The tropical forests, the deserts Have them look at the red numbers indicating the states on page 126. Ask: In which states would an ejido have trouble unless a way to irrigate the land was found? In which states might the ejidos have the same trouble with leaching as did the Mundurucú? How would mountains affect the amount of land that could be farmed? (less than 50% of the land is level) Have the students draw a circle or bar graph for the following information: about 80 out of every 100 acres is arid or semi-arid about 7 out of every 100 acres is too wet the remaining number of acres per 100 is usable for producing food Duplicate the following fact sheet for students and have them answer these questions:
Reading graphs	What can you say about corn? Wheat? (repeat for each graph) What does the population chart show is happening? What might explain the increase in total acres planted?

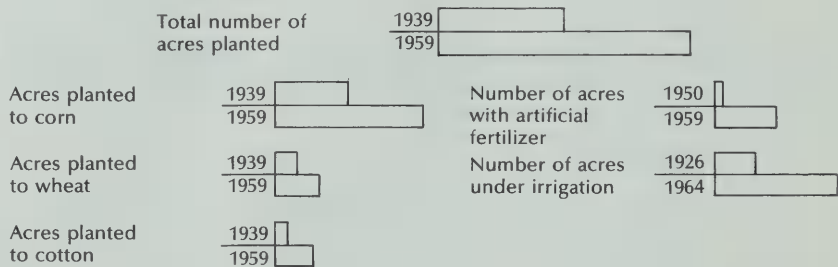
Generalizing

Why do you think corn is not a leading export? (consumed in the country)
 What information tells you why the government is trying to help the ejido produce more food? (population)
 What can you say about food production in Mexico from just the information in the graphs?

Note: Numbers have been purposely omitted from many of the graphs to prevent students' stumbling around with the reading of specific quantities. Encourage comparisons such as twice as much, one-half, etc.

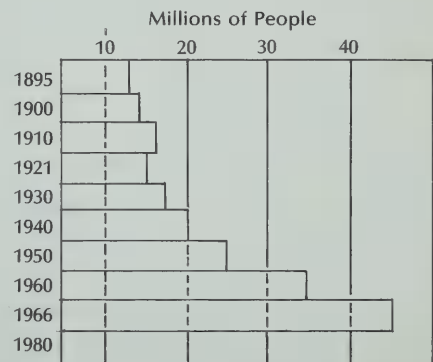
FACT SHEET

Acres of Land Planted



Leading Exports of Mexico

cotton
 coffee
 copper
 lead
 zinc



Map skills

Activity 56: Give the students a desk map of Mexico and the list below. Have them look at the map on page 126 of their books, locate the places on the list, and enter them on their desk maps.

- the city where the national government is
- two cities on the east coast of Mexico that would probably be important shipping ports
- the mountains that are a major part of Mexico
- the river boundary between the United States and Mexico where an international dam is used by both countries for irrigation
- the two rivers emptying into the Gulf of California on which the Mexican government has built huge irrigation dams
- the names of the states in Mexico where water from the dams in "e" would be used

- g. the capital of Baja California and the river that furnishes irrigation water in that state
- h. a city on the Pacific Coast famous as a tourist resort
- i. the body of water into which the Rio Grande empties
- j. the body of water west of a peninsula
- k. the name of the state closest to the equator
- l. the name of the country north of Mexico

Activity 57: Have the students look at the list of government efforts from Activity 54. The list should have some of these items on it:

lends money to ejidos
 helps improve sanitary conditions
 trains teachers and technicians
 helps improve crops
 sends specialists to visit fields
 sends teachers to ejidos
 laws to protect women workers
 minimum wages
 minimum age for working children
 shorter working hours
 safer working conditions
 low-cost housing
 invests money in businesses
 advises businesses
 free medical and dental care for government workers
 hospitalization, medical care for some people
 programs in hygiene and child care
 courses in dressmaking and nutrition
 old-age benefits
 started factory in Hidalgo

Ask:

Comparing

Which things on the list do you think will help one sector more than another? In what way?
 Which things on the list do you think will help all of Mexico? Why do you think so?
 In which sectors are family members helping the government carry out plans for change?
 In which sectors are the people demanding change? How are they doing this?
 When did the people bring about change through violence?

Inferring

What kind of change is most helpful to a country, change through violence or change through cooperation? Why do you think so?
 What kind of change takes the longest? Why do you think so?

Writing

Have each student pick one item on the list and write the reasons he thinks it will help all of Mexico.

Activity 58: Have the students recall (or find in the reading) something one family has that another doesn't. As one student responds with something, the class answers with the names of the families not having the item. For example:

refrigerator — Hernández
 car — Hernández, Suárez
 maid —
 fresh air —
 university education —
 water faucet —

Ask:

Which things are absolutely necessary?
 Why do people have the other things?

Tell the class that the way people live is sometimes called a standard of living. The more things people can get to make their lives comfortable, the higher standard of living they have. Then ask:

Challenging
 statements

Which family has the highest standard of living?
 How did the Álvarez family get their high standard of living?
 What did Raúl and Rosa do to improve their standard of living?
 What is Luis doing to improve his family's standard of living?
 What might be some reasons a family has a lower standard of living than some other families?
 What would you say if someone reading this book said:
 "Poor old Luis. He's just a loser."
 "Raúl isn't very smart or he'd have a better job."
 "Why does Antonio want to worry about those dirty villagers? They didn't have sense enough to run their factory."

Inferring

What are some reasons a whole country might want to improve its standard of living?

Activity 59: Duplicate the following graphs for the class or let some students draw them on chartpaper. Explain the way the numbers have been organized. For example, phones per 100. Ask:

Examine one country on any graph. What can you say is happening over a period of years?
 Examine all three countries on one graph. What can you say about those countries in the most recent years?
 What statements can you make about one country after looking at all the graphs?
 On which graph must you consider the population before drawing any conclusions?
 What do these graphs show has been happening to the standard of living in each country from year to year?
 How do these graphs tell something about a country's standard of living?

	Radios for each 1000 people	
	1960	1970
Mexico	95	276
Brazil	66	60
Peru	101	134

	Television Sets for each 1000 people	
	1960	1970
Mexico	19	59
Brazil	18	72 (est.)
Peru	—	71

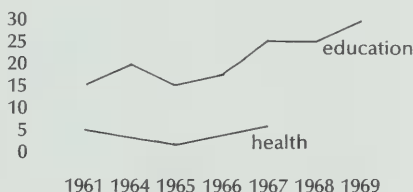
	Telephones for each 1000 people				Total Population in 1970	
	1964	1966	1968	1970		
Mexico	1.8	2.1	2.5	3.1	Brazil	92.2 million
Brazil	1.6	1.7	1.7	2.2	Peru	13.5 million
Peru	1.2	1.2	1.3	1.7	Mexico	48.3 million

Motor Vehicles by thousands			
	1953	1963	1970
Mexico	247.7	610.3	1233.8
Brazil	337.5	867.5	2002.6
Peru	49.4	110.8	230.4

Duplicate the following statistics for the students and explain anything they have questions about. Then ask:

What information can you get from these graphs?
Why should the people of Mexico be very proud of their accomplishments?

Percent of the Government's
Budget for Health and Education
in Mexico



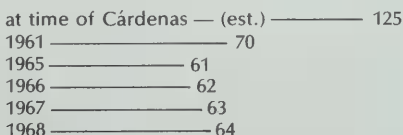
Growth in Literacy in Mexico



Average Life Span
in Mexico

1940	39 years
1968	67 years

Number of infants per 1000
who die before 1 year of age



People per Doctor		People per Hospital Bed	
1961	1800	1958	735
1968	1846	1968	549

Activity 60: Recall with the students why the first ejido where the Hernández family lived went broke (page 96).

Compare this failure of the ejido with the failure of the factory in Hidalgo (page 123).

Then ask:

1. What reasons for failure were the same in both cases?
2. What do you think the government expects the people to do with new ideas and help offered to them?

3. Why do you think the government doesn't force the people to change?
4. What are some other changes the three families might look forward to?
5. What are some ways these future changes can happen?
6. What can you say about change in modern Mexico?

If available, show the class the following:

Mexico in Transition (filmstrip)
Mexico in the '70's — Heritage and Progress (film)
Tepoztlan, Mexican Village in Transition (film)

Checking
hypotheses

Have the students look at their lists of "expectations" from Activity 47. Let them decide which ones are for social justice, which for survival, and which will help everybody.

Let students volunteer to make posters illustrating a needed improvement as members of the three families might see the need.

Activity 61: Have the students recall the worries of each family from Activity 49. Ask:

Which worries were about other members of the family?

Intake of
information

Have the students look on the pages below for evidence of a family member doing something for another member:

page 106 (living with Rosa's cousin; money to Rosa's family)
 page 107 (selling the belt)
 page 110 (godfather lending money; basketball game; plan to sell newspapers)
 page 114 (reading to younger brothers)
 page 115 (helping each other on ejido)
 page 116 (Rosa eats last)
 page 120 (birthday gift for sister)
 page 123 (present from godmother)

Have the class recall what Rosa felt sad about when she moved to the city:

page 114 (leaving relatives and close friends)
 page 115 (might not know the man Alvina marries)

Have the students look at the painting on page 122 and ask:

DEVELOPING
GENERALIZATIONS

1. What do you see in the painting?
2. What was the artist trying to show?
3. How did he do it?
4. From all the reading and looking at the painting, what seems to be important to these people of Mexico?
5. How might these values be helpful to young people growing up in the family?
6. What might happen to these values if more and more people move to the city?
7. What can you say about family life in Mexico, from the information we have?

If available show the class the following:

Mexican Boy — The Story of Pablo (film)

Optional Activity: If the students have read widely, let them report at this time on:

changes that occurred
who or what caused the change
people, events, and dates important to the history of Mexico

Write the unfinished statements below on the chalkboard. Ask the students to finish the statements verbally for the history of the United States.

1. In the western hemisphere before Columbus_____.
2. Then the explorers _____.
3. Colonists _____.
4. The Native Americans_____.
5. The land was_____.
6. There were fights for _____.
7. Today _____.

Distribute seven slips of paper to each student and have him copy the first part of each statement on a separate piece of paper.

Then let the students work in pairs to complete each statement in writing for the history of Mexico.

Finally, divide the class into seven committees and collect all the #1 statements to give to Committee #1, all the #2 statements to Committee #2, etc. Each committee selects three or four statements to be illustrated by student volunteers. Pin the illustrations to a bulletin board like a picture essay. Let the students suggest a title for the picture essay.

MAIN IDEA	Change within a society may be the result of acceptance, compromise, or coercion.
ORGANIZING IDEA	Change in Latin America has been brought about both by force and through cooperation.

Conclusion

Organizing information	Have each student review all the materials in his folder for Latin America. From these materials each student will select something with which he can demonstrate a change that took place. He might choose: - a map of Peru (with the Chimu Kingdom covered so that it doesn't show) - the four-part timeline (with a star by 1910 on the line for Mexico) - the chart from Activity 10 (with a picture of a gun over the words "bow and arrow") - the writings from Activities 14, 21, 26, 29, and 57 - one of the quotes (if duplicated and kept) - one of the bar graphs showing change - a news item or picture from the bulletin board - a drawing that illustrates a change After the students have prepared their materials, divide the class into three groups. Each group will share their materials. A suggested procedure: - One student reads, shows, or tells the situation. - A second student identifies the change. - A third student gives the cause of the change or how it was accomplished. - The rest of the group agrees or argues a different point of view. - A fourth student writes the agreed upon change and its cause on the chalkboard. After all groups have finished, have the class look at the list on the chalkboard and ask: - What different kinds of changes have we studied about? (Encourage categories of change.) - In what different ways did these changes come about? - What can you say about change that might be true anytime and anywhere?
DEVELOPING GENERALIZATIONS	
Checking hypotheses	Have the students look at the statement they wrote in the Opener. ("Change probably happens because . . ."). Let a few students volunteer the changes they need to make in their statements. Have each student rewrite his statement. Collect these and compare with the Organizing Idea. Note whether the students were able to write something similar or whether they missed the point completely. If available, show the class the following: <i>South America Today</i> <i>Latin America — Neighbors to the South</i>

Written or verbal student responses to Question 3 can be evaluated according to the following criteria. The two categories given for each criterion show high and low ends of the spectrum of possible student responses.

1. Abstractness

a. Does the student's response include abstract words which refer to qualities or attitudes rather than concrete incidents?

For example: "How people react to change depends on how they feel about it and how much power they have."

b. Does the student's response include no abstract words or refer to a concrete incident?

For example: "Pachacutec gave people things to get them to change."

2. Inclusiveness or completeness

a. Does the student's response encompass several aspects of change?

For example: "Change happens in different ways — sometimes peacefully, sometimes not."

b. Does the student's response omit most important aspects of change?

For example: "People in Mexico had a revolution."

3. Comparison

a. Does the student spontaneously compare people to himself or others he knows about?

For example: "Change can happen when someone with power uses it, like when my father makes me do something."

b. Does the student indicate no comparison in his generalization?

For example: "Change can happen when someone with power uses it."

4. Tentativeness

a. Does the student indicate the possibility that his explanation is based on limited data, and therefore may be misleading? Terms such as "might," "maybe," "it seems," "I think," are indicative of this criterion.

For example: "It seems that people have revolutions when they really want to change things."

b. Does the student indicate no possibility that his explanation is based on limited data?

For example: "Revolutions really change things."

Notice the extent to which responses indicate a grasp of the Organizing Idea, e.g., "Change in Latin America has been brought about both by force and through cooperation."

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